



Sample assessment task	
<b>Year level</b>	4
<b>Learning area</b>	Languages
<b>Subject</b>	Indonesian: Second Language
<b>Title of task</b>	<i>Ini kelas saya</i> (This is my class)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to aspects of their personal world, including daily routines at school, and in particular, the classroom.</p> <p>In Part A they also demonstrate their skills in writing a series of sentences in Indonesian to describe the classroom model they designed.</p> <p>In Part B they demonstrate their skills in speaking in Indonesian to give a description of their classroom using their model as a stimulus.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to write in Indonesian using simple descriptive modelled language to describe their model classroom. It also establishes information on their ability to interact to present information orally to the class about their model classroom in Indonesian.
<b>Assessment strategy</b>	Short response – write short descriptive sentences Oral performance – present model
<b>Evidence to be collected</b>	Completed task sheet Audio visual recording of presentation
<b>Suggested time</b>	Part A – 30 minutes Part B – 2 minutes
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school</p> <p><b>Understanding</b> Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>describing objects using concrete nouns such as rooms in the house and school, for example, <i>Kamar tidur saya kecil; Di ruang kelas saya ada meja-meja dan kursi-kursi</i></li> <li>describing objects using simple adjectives, for example, <i>kantor kecil; Ruang kelas saya besar; lapangan hijau</i></li> <li>specifying location using prepositions, for example, <i>Ada buku di atas meja saya; di bawah, di dalam, di belakang</i></li> <li>seeking information using questions, for example, <i>Kapan?; Dari mana?; Mau ke mana?</i></li> <li>linking ideas using conjunctions, for example, <i>tetapi, atau</i></li> <li>understanding the rules for subject-verb-object sentence construction, for example,</li> </ul>

	<p><i>Saya bermain...; Saya makan...</i> and possessive word order, for example, <i>Adik laki-laki saya...; Tas Jake...</i></p> <ul style="list-style-type: none"><li>• recognising that the same rules of punctuation apply as in English, for example, using capital letters and full stops for sentences.</li></ul>
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Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>context-related vocabulary and grammatical items, including: referring to things using demonstratives <i>ini</i> and <i>itu</i>, for example, <i>Ini buku</i>; describing the colour, size, shape and character of a person, place or thing using noun–adjective phrases, for example, <i>buku merah</i>; vocabulary related to items found in a classroom, for example, <i>buku, kotak pensil, meja</i></li> <li>the textual conventions of a presentation.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Materials for building a classroom model</p> <p>Recording device</p>

## Instructions for teacher

Prior to administering the task, the students will need to be:

- given the opportunity to view classrooms found in Australia and Indonesia, to discuss and identify building materials and styles
- taught context-related vocabulary and grammatical items, including:
  - referring to things using demonstratives *ini* and *itu*, for example, *Ini buku*
  - describing the colour, size, shape and character of a person, place or thing using noun–adjective phrases, for example, *buku merah*
  - vocabulary related to items found in a classroom, for example, *buku, kotak pensil, meja*
  - reading and saying simple sentences using the demonstrative pronoun *ini*
- taught the textual conventions of a presentation, and provided with opportunities to practise them.

## Task

Prior to administering the task, provide students with the opportunity to build a model of their classroom using materials such as paper, cardboard boxes, recycled materials, etc.

The model is to have the following features:

walls	floor	door	window	student desk	teacher desk
chair	bookshelf	books	whiteboard	light	computer

There may be additional items in their classroom.

### Part A: Writing

Provide students with Part A of the task.

Ask students to use the model they built to write at least eight sentences in Indonesian describing their model classroom.

They are to include adjectives and colours to make their writing more interesting. They are also to include the location of different objects in their classroom.

Advise the students that they have 30 minutes to complete the task.

### Part B: Presentation

To prepare for the presentation, ask students to make notes and practise with a partner.

Students then describe to the teacher their classroom, using their model as a stimulus.

**Instructions to students**

**Ini kelas saya**

**Part A: Writing**

Use the model of the classroom you designed to help you with Part A of this task.

Before you start this task, check that your model has the following features:

- |       |           |       |            |              |              |
|-------|-----------|-------|------------|--------------|--------------|
| walls | floor     | door  | window     | student desk | teacher desk |
| chair | bookshelf | books | whiteboard | light        | computer     |

Write at least eight sentences describing your classroom model.

Include adjectives and colours to make your writing more interesting, for example, *Di dalam ruang kelas ada tiga kursi kecil berwarna hijau.*

Write about the location of different objects in your classroom, for example, *Di atas meja besar ada komputer putih.*

Title:

\_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

**Part B: Presentation**

In preparation for your presentation, read through your notes.

Your teacher will call you up and ask you to describe your classroom.

While giving your presentation you may look at your notes for support, but do not read from them.

You may use the model you have designed as a stimulus to help you.

Be prepared to use full sentences in Indonesian.

## Sample marking key

<b>Part A: Writing</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Sentence 1: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
Sentence 2: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
Sentence 3: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
Sentence 4: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
Sentence 5: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
Sentence 6: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
Sentence 7: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
Sentence 8: Writes a sentence in Indonesian to describe an object in their classroom. Includes the name of the object [1], an adjective [1] and a colour [1] to describe it, and its location [1].	0-4
<b>Subtotal</b>	<b>32</b>
<b>Description</b>	<b>Marks</b>
<b>Grammar</b>	
Applies grammatical elements accurately.	3
Applies grammatical elements with some accuracy.	2
Frequent errors in application of grammatical elements makes meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Vocabulary and spelling</b>	
Uses an appropriate range and relevant vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Spelling is generally correct.	2
Limited use of relevant vocabulary. Poor spelling often makes meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>38</b>

<b>Part B: Presentation</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Describes their classroom using their model as a stimulus, and includes relevant details.	3
Describes their classroom using their model as a stimulus, and provides some relevant details.	2
Attempts to describe their classroom; however, little relevant information is communicated.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Grammar and vocabulary</b>	
Uses a good range of vocabulary and grammatical elements mostly accurately.	3
Uses a sufficient range of vocabulary to communicate information. Errors in grammatical structures are present, but responses are mostly accurate and meaning is clear.	2
Uses a limited range of vocabulary and one word responses are often given. Occasional short phrases are offered, but meaning is not always clear.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Pronunciation</b>	
Uses clear and accurate pronunciation and intonation.	3
Displays some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation makes meaning unclear.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>9</b>
<b>Total</b>	<b>47</b>