



Sample assessment task

Year level	4
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Una mattina nella vita di...</i> (A day in the life of...)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to daily routines at home and at school. In Part A they demonstrate their skills in comprehending written text and convey information about Pietro Bravo's day. In Part B they demonstrate their skills in writing Italian by creating a story board to exchange information about places and experiences.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend and convey simple statements. It also establishes information on their ability to write in Italian, using simple descriptive or expressive modelled language to exchange information about aspects of their personal world.
Assessment strategy	Test or quiz – order jumbled sentences Extended response – design a write the text for a story board
Evidence to be collected	Completed task sheet Story board
Suggested time	Part A – 20 minutes Part B – 60 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>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 and their interests</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Understanding</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>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"> learning to conjugate common regular and irregular verbs in the singular (io/tu/lui/lei) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i>
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Content description	
	<ul style="list-style-type: none"> • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers, such as <i>primo; secondo; la prima classe</i> • using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose.</p>
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • a variety of texts related to daily routines at home and school • context-related vocabulary • the textual conventions of a story board • grammatical items, including: the present tense; time clauses.
Assessment differentiation	<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 tasks.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheets</p> <p>Blank paper, scissors, glue</p> <p>A3 sheet for storyboard</p> <p>Italian/English – English/Italian dictionary</p>

Instructions for teacher

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

- taught context-related vocabulary
- taught grammatical items, including:
 - understanding and using the present tense
 - regular and reflexive verbs as formulaic expressions in the past tense
- taught how to gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds
- exposed to the textual conventions of a story board, and provided with opportunities to practise them.

Task

Part A: Cosa fa la mattina Pietro Bravo?

Students are to sort the jumbled sentences to reveal what Pietro Bravo does each morning as part of his daily routine.

Provide students with the task sheet, a pair of scissors, a glue stick and a blank piece of paper on which to glue the sorted sentences.

Read the instructions to them.

Allow the students approximately 20 minutes to complete this part of the task.

On completion, ask students to check their results either with a partner or with the teacher, by reading aloud Pietro's morning routine.

Part B: Una giornata nella mia vita

Students are to design a story board about their daily routine to entertain peers and younger audiences.

Provide them with the story board template and read the instructions to them.

Students are required to create eight captions, each of which describes one activity they do as part of their daily routine, capturing what they do from the time they wake to the time they go to bed. They write a different caption in each of the eight panels and then illustrate each caption to show what is happening.

Then they finish the story by illustrating the panels of the story board.

They should aim to write eight sentences.

Allow students the use of a dictionary to look up unfamiliar words.

They will have approximately 60 minutes to complete the task.

Formatting the story board: The comic strip template can be printed onto A3 paper to allow more space for students to draw and write. Alternatively, students may like to recreate the layout and size of the panels to suit their story. In this case, they should cut and paste the panels onto their individually created template or re-draw what they see and ensure they have the same number of panels with which to complete their story.

Instructions to students

Una mattina nella vita di...

Part A: Cosa fa la mattina Pietro Bravo?

Pietro Bravo has a busy morning routine. The sentences below tell you what he does every morning but they seem to be all jumbled. See if you can work out what he does each morning by cutting out the sentences and reorganising them.

Si alza alle sette.

✂ _____

Alle sette e venticinque minuti si lava i denti, si pettina e si veste.

✂ _____

Alle sette e mezzo fa la colazione che consiste di caffè e pane tostato.

✂ _____

Si sveglia alle sei e mezzo.

✂ _____

Cosa fa la mattina Pietro Bravo?

✂ _____

Esce di casa alle otto e arriva a scuola alle otto e venti. Si diverte con gli amici.

✂ _____

Si fa la doccia alle sette e dieci.

✂ _____

Part B: Una giornata nella mia vita

You are to design a story board about your daily routine to entertain your peers and younger audiences.

You will be provided with the story board template.

Complete the eight panels of the story board in Italian, with a different caption for each day describing activities you do from the time you wake up to the time you go to bed. Don't forget to add the time you complete each activity, for example, *Mi alzo alle sette*.

Then, finish the story by illustrating the panels of the story board.

Look up any unfamiliar vocabulary in a dictionary.

You will have approximately 60 minutes to complete the task.

Una giornata nella vita di _____

Sample marking key

Part A: Cosa fa la mattina Pietro Bravo?

Description	Marks
Text order	
1. Cosa fa la mattina Pietro Bravo?	1
2. Si sveglia alle sei e mezzo.	1
3. Si fa la doccia alle sette e dieci.	1
4. Alle sette e venticinque minuti si lava i denti, si pettina e si veste.	1
5. Alle sette e mezzo fa la colazione che consiste di caffè e pane tostato.	1
6. Esce di casa alle otto e arriva a scuola alle otto e venti. Si diverte con gli amici.	1
Subtotal	6
Part A total	6

Part B: Una giornata nella mia vita

Description	Marks
Content	
Includes eight completed panels with captions in Italian with relevant details in captions and in supporting illustrations to engage the reader.	3
Includes eight completed panels with captions in Italian with adequate details in captions and supporting illustrations to engage the reader.	2
Limited attempts are made at writing and illustrating a story board.	1
Subtotal	3
Grammar	
Uses an appropriate range of sentence structures with a high level of accuracy. Uses present tense and time clauses successfully.	3
Uses an adequate range of sentence structures with a satisfactory level of accuracy. Use of present tenses and/or time clauses are sometimes unsuccessful, though the intended meaning is clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
Subtotal	3
Vocabulary	
Uses relevant vocabulary. Spelling is mostly correct.	3
Uses vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling makes meaning unclear.	1
Subtotal	3

Description	Marks
Text type and sequencing	
Successfully completes a story board, including statements or captions, time clauses and images. Sequences correctly according to time.	3
Uses most of the key conventions of a story board. Sequences information to some extent.	2
Uses few of the key conventions of the text type. Limited organisation impedes the flow.	1
Subtotal	3
Support	
Effectively uses a bilingual dictionary and other resources independently.	3
Requires some support in accessing a bilingual dictionary and/or other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
Subtotal	3
Part B total	15
Total	21