



Sample assessment task

Year level	7
Learning area	Languages
Subject	Indonesian: Second Language
Title of task	<i>Selamat datang di Kelas Tujuh</i> (Welcome to Year 7)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to people and school experiences. They also demonstrate their skills in writing in Indonesian a teacher profile to inform younger audiences.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes the students' ability to write in Indonesian, using rehearsed descriptive and expressive language to give opinions, share thoughts and feelings on people and school experiences.
Assessment strategy	Extended response – write a profile for a school newsletter
Evidence to be collected	Profile for school newsletter
Suggested time	40 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences</p> <p>Understanding Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> describing qualities of people using adjectives of character and appearance, for example, <i>setia, keren, sabar, optimis</i> creating nouns, for example, <i>makan-an, minum-an, masak-an, baca-an</i> describing actions using <i>me-</i> verbs, for example, <i>saya mau merayakan HUT...</i> seeking information using a range of question words, for example, <i>Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?</i> adding further information using embedded clauses with <i>yang</i> describing state of actions, for example, <i>sudah, belum, pernah</i> making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda, sama dengan</i> <p>Understand the structures, conventions and purpose associated with a range of texts created for purposes such as information exchange or social interaction</p> <p>Recognise that Indonesian has formal and informal forms that reflect varying levels of politeness and familiarity.</p>
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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 school experiences • context-related vocabulary • grammatical items, including: describing qualities of people using adjectives of character and appearance; describing actions using <i>me-</i> verbs; making comparisons, for example, <i>sedangkan</i> and indicating similarities and differences, for example, <i>berbeda, sama dengan</i> • the textual conventions of a profile.
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 task.</p>
Assessment task	
Assessment conditions	Task is to be completed by students working individually.
Resources	<p>Task sheet</p> <p>Indonesian/English – English/Indonesian dictionary</p>

Instructions for teacher

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

- exposed to a variety of texts relating to school experiences
- taught context-related vocabulary
- taught grammatical items, including:
 - describing qualities of people using adjectives of character and appearance
 - describing actions using *me-* verbs; making comparisons, for example, *sedangkan*
 - indicating similarities and differences, for example, *berbeda, sama dengan*
- taught the textual conventions of a profile, and provided with opportunities to practise them.

Task

The students in Year 7 have been asked to write the teacher profiles section of the school newsletter for Transition Day, designed to help Year 6 students get to know the teachers at the school.

They are to write about one teacher who made their transition to Year 7 easier.

In their description they must include:

- the teacher's name
- their role at the school
- what two things to expect in their classroom and
- what are the things about this teacher that made transition to high school easier.

They are to write approximately 50–80 words in Indonesian.

Students may access a dictionary to look up any unfamiliar vocabulary.

Advise them that they have approximately 40 minutes to complete the task.

Sample marking key

Selamat datang di Kelas Tujuh	
Description	Marks
Content	
Writes the text of a profile about a teacher at the school. Includes relevant details about the teacher to engage the reader including: <ul style="list-style-type: none"> the teacher's name (1) their role at the school (1) what two things to expect in their classroom (2) what are the 2 things about this teacher that made the transition to high school easier for the student. (2) 	6
Subtotal	6
Grammar	
Uses an appropriate range of sentence structures. Simple and compound sentences are handled with confidence and complex grammatical structures are often correct.	3
Uses structures that satisfy the requirements of the task. Structures are mostly simple though some compound and complex grammatical sentences are attempted.	2
Makes limited use of simple sentences and application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	3
Vocabulary	
Uses a range of relevant vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Errors in spelling are evident and occasionally make meaning unclear.	2
Makes limited use of relevant vocabulary. Poor spelling often makes meaning unclear.	1
Subtotal	3
Text type and sequencing	
Successfully writes a profile with all the required key conventions, including: a title, formal register and required information relating to the topic. Sequences information cohesively and coherently.	3
Uses most of the key conventions of a profile. Sequences information to some extent.	2
Uses few of the key conventions of a profile. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
Subtotal	3
Support	
Effectively uses a bilingual dictionary and resources independently.	3
Requires some support in accessing a bilingual dictionary and other resources. Some teacher support given (scaffolding, modelling).	2
Requires significant support to complete the task.	1
Subtotal	3
Total	18