Sample assessment task

Year level	1
Learning area	Languages
Subject	French: Second Language
Title of task	*Qu'est-ce qu'il y a dans la trousse de Jacques ?* (What's in Jacques' pencil case?)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their favourite things in the classroom.
	In Part A and Part B they also demonstrate their skills in comprehending spoken text by circling the correct item heard, or providing the teacher with the item requested.
	In Part C students demonstrate their skills in speaking French by carrying out spoken requests, in the form of classroom commands.
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 spoken text and locate, convey or demonstrate the information, in writing, speaking or in actions.
Assessment strategy	Short response – complete multiple choice questions, write short phrases, perform gestures and action related responses
	Oral performance – participate in an interview
Evidence to be collected	Completed task sheets
	Audio visual recording of interview
Suggested time	Part A – 10 minutes
	Part B – 5 minutes
	Part C – 2 minutes

Content description

Content from the Western Australian Curriculum	**Communicating**
	Interact with the teacher and peers, using simple modelled language and gestures, to share information about their favourite things
	Participate in guided group activities, using simple repetitive language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning
	Respond to teacher talk and instruction
	Locate key words and information in simple spoken and written texts such as charts, lists, labels and captions, rhymes and songs related to their personal worlds
	Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements
	Understanding
	Recognise and reproduce the sounds and rhythms of spoken French, noticing similarities and differences to English
	Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:
	• becoming aware of grammatical gender, noticing and using masculine or feminine forms of nouns and adjectives, for example, *le chien, la maison, le petit garçon, la petite fille, le copain, la copine*

- developing number knowledge for numbers 0–31
- responding to simple imperative verb forms, for example, *Viens ici !*; *Écoutez bien !*
- noticing and using simple questions and statements, for example, *Qu'est-ce que c'est ?*; *Qui est-ce ? Tu t'appelles comment ?*; *C'est un poisson*; *Je préfère les fraises.*

Task preparation

Prior learning	Students have prior knowledge of and exposure to: • context-related vocabulary, including classroom instructions • elements of grammar, including: gender with nouns; responding to imperative verb forms; number knowledge; adjectives and using simple statements • the textual conventions of an interview.
Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	Task is to be completed by students working individually.
Resources	Task sheet Pencil case items, pencil case and a tray Transcript of spoken text Recording device

Instructions for teacher

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

- taught context-related vocabulary
- taught some first elements of grammar, including:
  - gender
  - number knowledge for numbers 0–31
  - responding to simple imperative verb forms
  - using simple questions and statements
- exposed to the textual conventions of an interview, and provided with opportunities to practise them.

Task

Part A: La trousse de Jacques

Students listen to the teacher talk about what is in Jacques' pencil case. They then circle the item that represents what they have heard.

Task administration script
Provide students with the task sheet, and read the following statements to them:

READ ALOUD

1. Dans la trousse de Jacques il y a deux tubes de colles.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

2. Dans la trousse de Jacques il y a un crayon.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

3. Dans la trousse de Jacques il y a trois gommes.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

4. Dans la trousse de Jacques il y a une taille crayon.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

5. Dans la trousse de Jacques il y a une petite règle.

Repeat the statement.
Pause to allow for student response.

READ ALOUD

6. Dans la trousse de Jacques il y a un grand stylo.

Repeat the statement.
Pause to allow for student response.

Part B: Donne-moi !

Prepare a tray of objects found in a student's pencil case.
Call up the student to the teacher's desk for this activity. Ask the student to locate and hand to you the object(s) requested. Then ask the student to tell you the colour of the object.

Task administration script

READ ALOUD

1. Donne-moi un crayon, s'il te plaît. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

2. Donne-moi un stylo, s'il te plaît. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

3. Donne-moi un feutre, s'il te plaît. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

4. Donne-moi une règle, s'il te plaît. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

5. Donne-moi une taille crayon, s'il te plaît. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

6. Donne-moi un tube de colle, s'il te plaît. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

7. Donne-moi des ciseaux, s'il te plaît. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

8. Donne-moi un cahier, s'il te plait. *Pause for the student to locate and hand over the object.*
C'est de quelle couleur? *Pause for student response.*

READ ALOUD

9. Ask me to give you an object. *Pause for the student to ask and then carry out the request.*

READ ALOUD

10. Ask me to give you another object. *Pause for the student to ask and then carry out the request.*

Teacher may change these objects according to vocabulary taught to the class.

Part C: Dans la salle de classe

Individually ask each student to demonstrate through action or gesture the following instructions and commands:

1. Lève-toi !
2. Assieds-toi !
3. Regarde !
4. Écoute !
5. Viens !
6. Marche !
7. Danse !
8. Chante !
9. Cours !
10. Joue au tennis/foot !

Classroom instructions and commands can be tested over a series of lessons, choosing a different student each time.

Teacher can vary instructions according to own classroom procedures.

Instructions to students

Qu'est-ce qu'il y a dans la trousse de Jacques ?

Part A: La trousse de Jacques

Listen carefully to the teacher read to you what Jacques has in his pencil case.
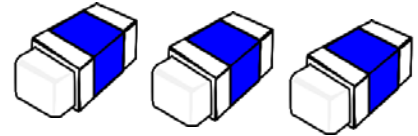For each sentence, circle the item from Jacques' pencil case that you hear.
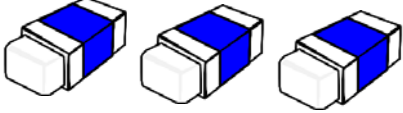
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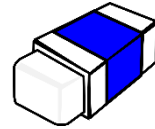
3.

4.

5.

6.

Sample marking key

Part A: La trousse de Jacques

Description	Marks
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
6. 	1
Part A total	**6**

Part B: Donne-moi !	
Description	**Marks**
Student hands teacher the item requested, states the name of the item and its colour:	
1. Says *un crayon* + colour	[1] + [1]
2. Says *un stylo* + colour	[1] + [1]
3. Says *un feutre* + colour	[1] + [1]
4. Says *une règle* + colour	[1] + [1]
5. Says *une taille crayon* + colour	[1] + [1]
6. Says *un tube de colle* + colour	[1] + [1]
7. Says *des ciseaux* + colour	[1] + [1]
8. Says *un cahier* + colour	[1] + [1]
9. Student asks *Donnez-moi* and names an object for the teacher to hand to them.	[1] + [1]
10. Student asks *Donnez-moi* and names a second object for the teacher to hand to them.	[1] + [1]
Part B total	**20**
Part C: Dans la salle de classe	
Description	**Marks**
Student responds physically to instructions:	
1. Stands up	1
2. Sits down	1
3. Looks at teacher/item	1
4. Shows that they are listening	1
5. Approaches the teacher	1
6. Starts walking	1
7. Dances	1
8. Sings	1
9. Runs	1
10. Imitates playing tennis or jogging	1
Part C total	**10**
Total	**36**

Image acknowledgements

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