



Sample assessment task

Year level	Pre-primary
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Saluti!</i> (Greetings!)

Task details

Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to exchanging Italian greetings and expressing their feelings.</p> <p>In Part A and Part B they also demonstrate their skills in comprehending spoken text by matching images or completing a drawing in response to texts they hear.</p> <p>In Part C they demonstrate their skills in speaking Italian by taking part in an interview with their teacher to share information about their name and how they are feeling.</p>
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 convey factual information about themselves, using pictures and labels. It also establishes information on their ability to interact in spoken Italian with the teacher to exchange greetings and share information about themselves.
Assessment strategy	Short response – listen for information in spoken texts Oral performance – participate in an interview
Evidence to be collected	Completed task sheet Audio visual recording of interview
Suggested time	Part A and Part B – 15 minutes Part C – 5 minutes

Content description

Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings</p> <p>Introduce and share information about themselves</p> <p>Participate in shared action with the teacher and peers using simple, repetitive key words, images, movement and songs</p> <p>Respond to teacher talk and instruction</p> <p>Recognise pictures, symbols, key words and phrases of spoken and written Italian in rhymes, songs, labels and titles related to their personal worlds</p>
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Content description	
	<p>Understanding</p> <p>Notice and use context-related vocabulary to generate language</p> <p>Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> • becoming aware of gender in patterns of naming, for example, <i>Paolo/Paola; Alessandro/Alessandra</i> • beginning to notice definite and indefinite articles with nouns, for example, <i>la classe, una classe; il banco, un banco</i> • recognising different words for asking questions and making requests, for example, <i>Chi....?; Chi è?; Vieni qui!</i> • noticing the structure of simple statements and questions based on models, for example, <i>lo sono Anna; Non sto bene; È un gatto? Sì, è un gatto</i> • learning simple verbs to describe actions and using them in formulaic expressions, for example, <i>Mi piace cantare/giocare; Ti piace questo giocattolo?</i> • expressing negation, for example, <i>Non mi piace</i> • developing number knowledge for numbers 0–10.
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary • some first elements of grammar, including responding to questions to elicit their name and age • a range of texts that relate to greeting people and asking how they are feeling, songs, counting activities and action-related talk • the textual conventions of an interview.
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 sheet</p> <p>Transcript of spoken text</p> <p>Recording device</p>

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
 - noticing appropriate pronouns to identify people
 - repeating simple questions and statements
 - using numbers 1–10
- exposed to images representing people, pets and relationships
- exposed to the textual conventions of an interview, and provided with opportunities to practise them.

Task

Part A: Saluti!

Students listen to five statements made by the teacher and circle, on the task sheet, the image that corresponds to what they have heard.

Task administration script

READ ALOUD

Listen carefully as I read out some statements to you, then circle the image that matches the statement that you have heard. Let's do the first one together.

READ ALOUD

1. To whom am I saying hello? Buongiorno Signora Anna.

Read the statement again.

Pause after the second reading to allow students to respond.

Ask students to provide the answer. Discuss choices made.

READ ALOUD

2. Ciao ragazzi/classe.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

3. Ciao Franco.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

4. Buona notte Mamma.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

5. Arrivederci Papà.

Read the statement again.

Pause after the second reading to allow students to respond.

Part B: Come stai?

Students listen to six statements read by the teacher related to how they are feeling. For the first three they circle the picture that best represents what they have heard. For the final three, Students draw an expression on the face to represent what they have heard.

Task administration script

READ ALOUD

Listen carefully as I read out some statements to you. Circle the face that shows what I am saying.

READ ALOUD

1. Circle the picture that best shows how I am feeling. Bene, grazie.

Read the statement again.

Pause after the second reading to allow students to respond.

Check for understanding.

READ ALOUD

2. Circle the picture that best shows - Fantastico, grazie.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

3. Circle the picture that best shows – Molto male.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

4. Now, you are going to draw a face on the circle to show how I am feeling. Draw a face to show - Male.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

5. Draw a face on the circle to show - Così, così, grazie.

Read the statement again.

Pause after the second reading to allow students to respond.

READ ALOUD

6. Draw a face on the circle to show – Molto bene, grazie.

Read the statement again.

Pause after the second reading to allow students to respond.

Part C: Introduzione

The interview can be conducted over a number of lessons.

The teacher is looking for a simple response by the student to the questions and statements.

Task administration script

Teacher: Buongiorno.

Student: *(Student responds to the greeting).*

Teacher: Come ti chiami?

Student: *(Student provides a response to the question).*

Teacher: Come stai?

Student: *(Student provides a response to the question).*

Teacher: Grazie. Ciao.

Student: *(Student ends interview with a final salutation).*

Prompting can be provided in the form of gestures if required.

Instructions to students





















Saluti!

Part A: Saluti!

Listen to the teacher.

Look at the pictures.

Circle the correct picture.



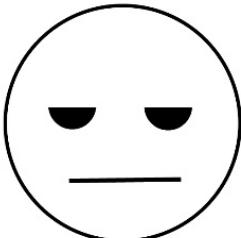



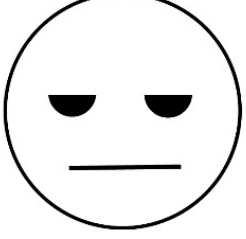


1.				
2.				
3.				
4.				
5.				

Part B: Come stai?

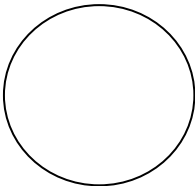
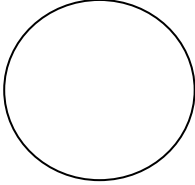
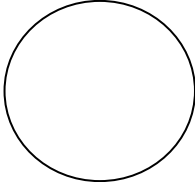
Listen to the teacher.

Look at the pictures.

Circle the correct picture.

1. Bene, grazie.			
2. Fantastico, grazie.			
3. Molto male.			

Now, listen to the teacher. Draw the expression on the on the faces to show you understand what you have heard.

4. Male	
5. Così, così, grazie.	
6. Molto bene, grazie.	

Part C: Introduzione

Today your teacher will be asking you a few questions in Italian.






Your teacher would like you to answer the questions they ask you in Italian too.

Give as much information as you can in your answers.




It is very important that you do your best.

Sample marking key

Part A: Saluti!

Description	Marks
Questions 1–5	
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
Subtotal	5
Part A total	5

Part B: Come stai?

Description	Marks
Questions 1–6	
1. 	1
2. 	1
3. 	1
4. Draws facial expression to indicate 'male'.	1
5. Draws facial expression to indicate 'così così'.	1
6. Draws facial expression to indicate 'molto bene'.	1
Subtotal	6
Part B total	6

Part C: Introduzione	
Description	Marks
Question 1	
Says <i>Buongiorno Signora/Signore</i> .	3
Says <i>Buongiorno</i> .	2
Responds accurately after prompting.	1
Subtotal	3
Question 2	
Says <i>Mi chiamo</i> + their name.	3
Says their name only.	2
Responds accurately after prompting.	1
Subtotal	3
Question 3	
Says <i>lo sto</i> + word/phrase to indicate how they are feeling.	3
Says word/phrase to indicate how they are feeling only.	2
Responds accurately after prompting.	1
Subtotal	3
Question 4	
Says <i>Grazie, Arrivederci/Arrivederci</i> .	2
Responds accurately after prompting.	1
Subtotal	2
Part C total	11
Total	22

Image acknowledgments

Part A

Image: Grafikacesky. (2016). [Boy soccer player]. Retrieved March, 2016, from <https://pixabay.com/en/footballer-football-sport-game-boy-1204089/>
In the public domain.

Image: Eommina. (2015). [Teacher and student]. Retrieved March, 2016, from <https://pixabay.com/en/man-kids-and-adults-857943/>
In the public domain.

Image: Kaz [Karen Arnold]. (2013). [Grey kitten]. Retrieved March, 2016, from <https://pixabay.com/en/kitten-cat-vintage-grey-gray-red-163627/>
In the public domain.

Image: Papapishu. (2012). Mommy 1. Retrieved March, 2016, from <https://openclipart.org/detail/168267/mommy-1>
In the public domain.

Image: OpenClipartVectors. (2013). [Family]. Retrieved March, 2016, from <https://pixabay.com/en/family-adult-man-child-baby-158139/>
In the public domain.

Image: OpenClipartVectors. (2013). [Nurse]. Retrieved March, 2016, from <https://pixabay.com/en/nurs-woman-girl-health-hospital-158233/>
In the public domain.

Image: ClkerFreeVectorImages. (2014). [Storytelling session]. Retrieved March, 2106, from <https://pixabay.com/en/storytelling-storybook-school-294375/>
In the public domain.

Image: GDJ. (2016). Father and son stroller. (2016). Retrieved March, 2016, from <https://openclipart.org/detail/241454/father-and-son-stroller>
In the public domain.

Part B

Image: [Smiley face]. (n.d.). Retrieved March, 2016, from <http://www.clipartbest.com/clipart-eTMpKRATn>
In the public domain.

Image: Ocal. (2012). Sad face vector clip art. Retrieved March, 2016, from <http://www.clipshrine.com/Sad-Face-3301-medium.html>
In the public domain.

Image: Bored face. (n.d.). Retrieved March, 2016, from <http://www.cliparthut.com/bored-face-clip-art-clipart-W6veEu.html>
In the public domain.

Image: [Laughing face]. (n.d.). Retrieved March, 2016, from <http://www.clipartbest.com/clipart-LTKaG6xTa>
In the public domain.