



Sample assessment task

Year level	5
Learning area	Languages
Subject	Italian: Second Language
Title of task	<i>Dove abiti?</i> (Where do you live?)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary language structures and grammatical structures related to their home. In Part A and Part B, they also demonstrate their skills in writing, drawing and labelling a floor plan and writing a descriptive paragraph about their home. In Part C, they demonstrate their skills in comprehending written text by showing the similarities and differences between two homes in a Venn diagram.
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 write using descriptive and informative language to provide information. It also establishes information on their ability to in gathering and comparing information and supporting details in written Italian texts.
Assessment strategy	Short response – label a plan and complete a diagram Extended response – write a short description
Evidence to be collected	Design of floor plan Written description Completed Venn diagram
Suggested time	Part A – 40 minutes Part B – 20 minutes Part C – 25 minutes

Content description

Content from the Western Australian Curriculum	Communicating Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community Participate in guided tasks related to organising displays, planning outings and conducting events, such as performances, or activities, such as building models Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds
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Content description	
	<p>Understanding</p> <p>Apply the rules of spelling to writing in familiar types of texts and contexts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using suffix – <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences, such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> <p>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced.</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 the home, neighbourhood and local community • context-related vocabulary • grammatical items, including: referring to a place using definite and indefinite articles; regular and irregular features of verbs • the textual conventions of a description.
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>A3 paper for house plan</p> <p>Venn diagram sheet</p> <p>Italian/English – English/Italian dictionary</p>

Instructions for teacher

Prior to administering the task, the students need to:

- exposed to a variety of texts related to home, neighbourhood and local community
- taught context-related vocabulary
- taught grammatical items, including: referring to a place using definite and indefinite articles; regular and irregular features of verbs
- taught the textual conventions of a description, and provided with opportunities to practise them.

Task

Part A: La mia casa – plan

Provide student with Part A of the task.

Students are to draw and label in Italian the floor plan of their home.

The drawing can be done either as a floor plan or in front view.

Allow the students 40 minutes to complete this part of the task.

Part B: La mia casa – description

Provide student with Part B of the task.

Students write a paragraph in Italian describing their home and where they live.

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

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

Part C: Qui abitano Giovanni e Marianna

Provide student with Part C of the task.

Students read the texts in which Giovanni und Marianna describe where they live.

Students then compare and contrast the information by entering it in English in the Venn diagram.

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

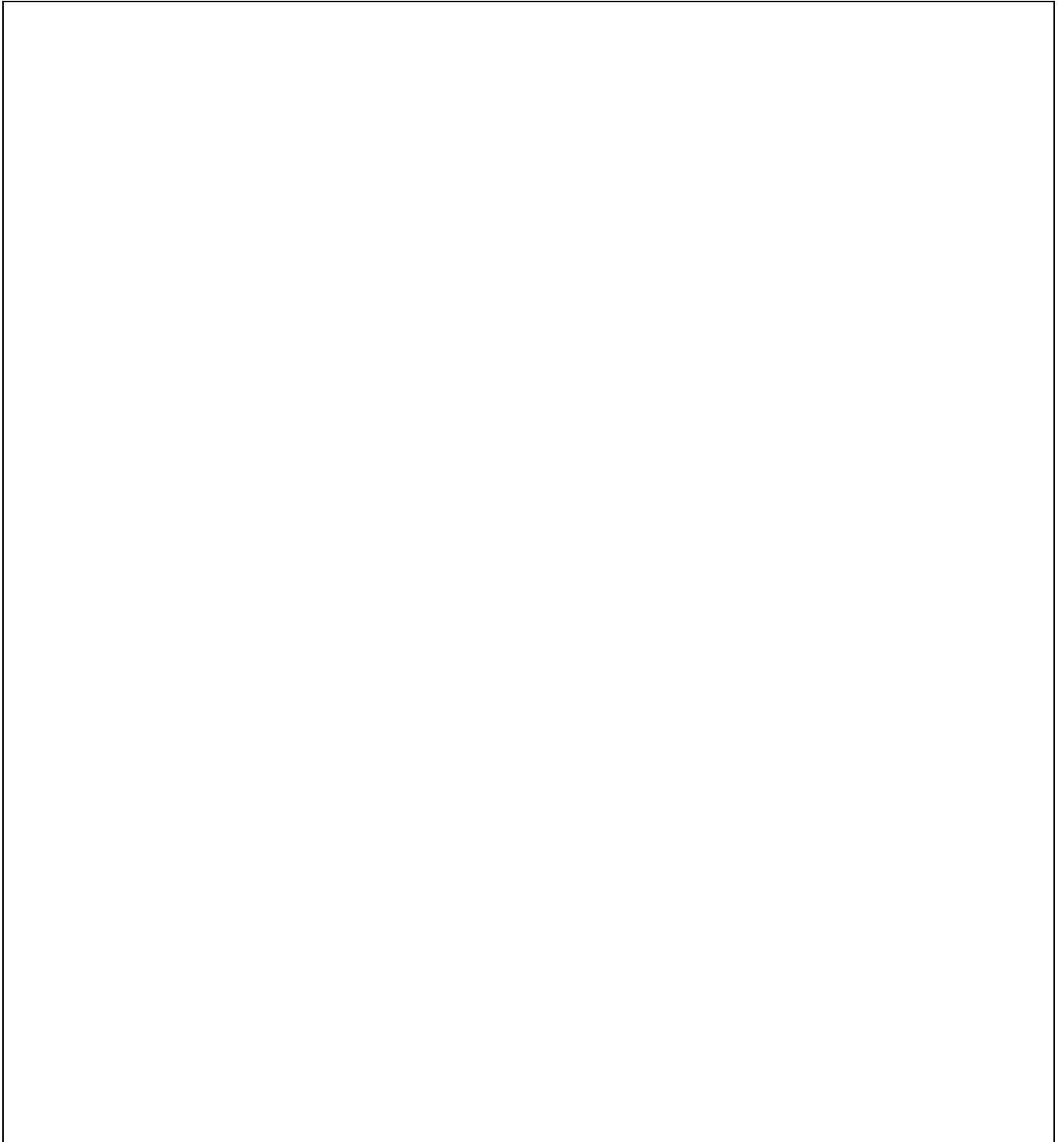
Allow the students approximately 25 minutes to complete this part of the task.

Instructions to students

Dove abiti?

Part A: La mia casa – plan

Draw the floor plan or the front view of your home in the space below. Include all the rooms in the home and the garden. Label the rooms in Italian.

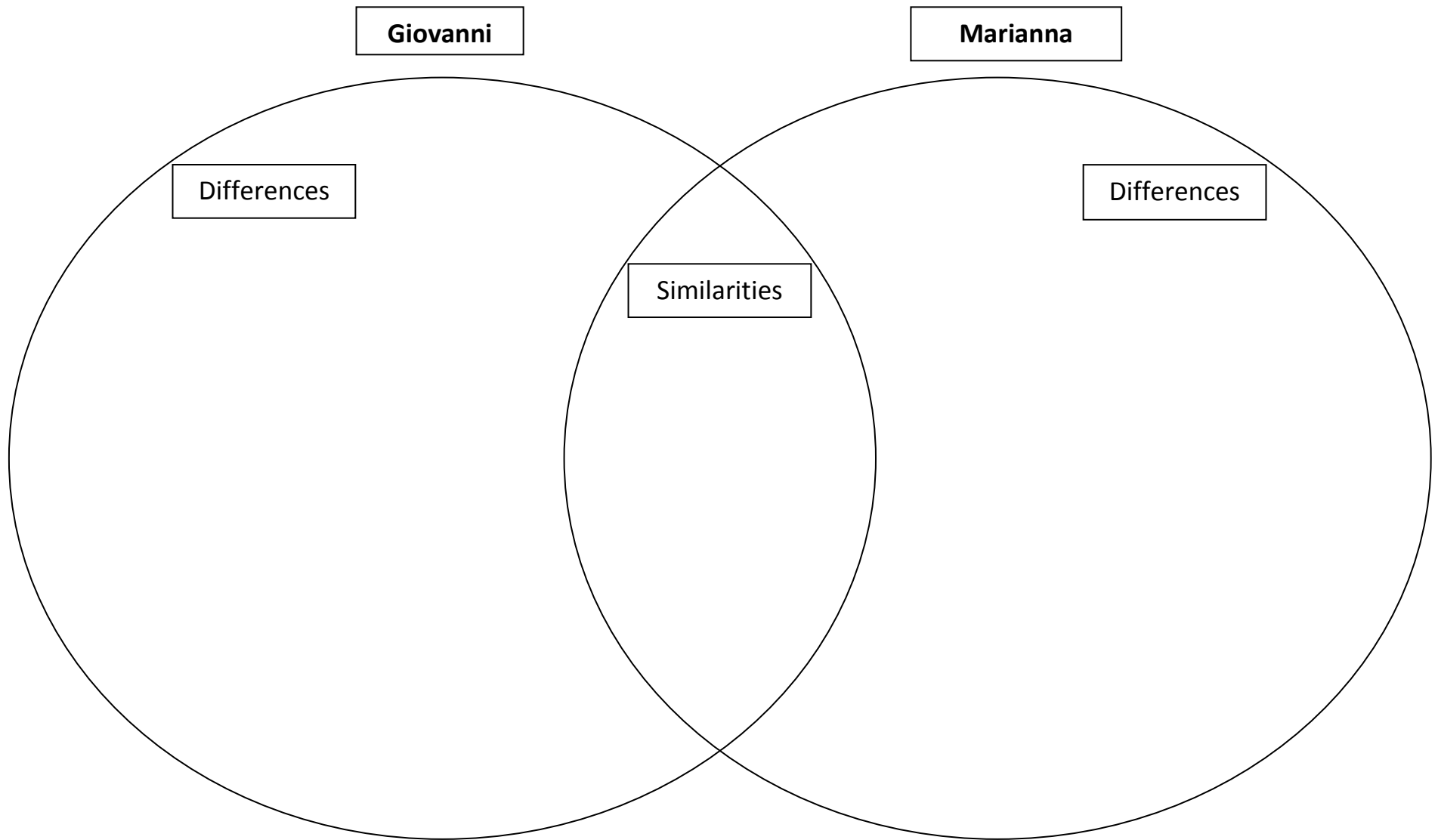


Part C: Qui abitano Giovanni e Marianna

Read Giovanni's and Marianna's description of their homes. As you read, look for the things that are the same, and those things that are different in their descriptions of their homes.

Giovanni	Marianna
<p>Ciao. Mi chiamo Giovanni</p> <p>Abito con i miei genitori e mia sorella in una casa grande.</p> <p>La nostra casa è e a due piani. E abbastanza vecchia.</p> <p>A pianterreno c'è una cucina grande, un soggiorno, una sala da pranzo e un bagno per gli ospiti.</p> <p>Il soggiorno è la stanza più grande. Il bagno è abbastanza piccolo.</p> <p>Al primo piano ci sono due camere da letto, uno studio e un bagno con una vasca.</p> <p>La mia camera da letto e quella di mia sorella sono al secondo piano.</p> <p>Non abbiamo un bagno solo per noi. Dalle nostre finestre si vede il mare.</p>	<p>Ciao. Sono Marianna.</p> <p>Abito con mia madre e mia sorella in un nuovo appartamento in un condominio.</p> <p>Il nostro appartamento è al quarto piano. C'è un ascensore ma a volte dobbiamo salire le scale.</p> <p>Abbiamo due camere da letto, una piccola cucina, e un bagno con una vasca.</p> <p>Mia sorella ed io condividiamo una camera.</p> <p>Non abbiamo un giardino ma abitiamo vicino al parco.</p>

In English, write the similarities and differences in Giovanni's and Marianna's homes. Refer back to the texts for your answers.



Sample marking key

Part A: La mia casa – plan

Description	Marks
Content	
Includes all nine of the rooms/places in their plan: <ul style="list-style-type: none"> • cucina • soggiorno • sala da pranzo • bagno • camera da letto • garage • studio • lavanderia • giardino 	0–9
Subtotal	9
Part A total	9

Part B: La mia casa – description

Description	Marks
Content	
Writes a descriptive paragraph about their home. Provides some supporting details.	3
Writes a few sentences about their home. Attempts to write some details	2
Limited attempt at writing a paragraph. Provides single words and phrases.	1
Subtotal	3
Grammar	
Writes with simple sentences and applies grammatical elements mostly accurately.	3
Writes with simple sentences. Applies grammatical elements with some accuracy.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors making meaning unclear.	1
Subtotal	3
Vocabulary	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct, including the use of punctuation.	3
Uses some variety of vocabulary that is generally relevant. Some inconsistency with spelling but meaning is clear. Attempts are made at using punctuation correctly.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
Subtotal	3
Part B total	9

Part C: Qui abitano Giovanni e Marianna	
Description	Marks
Compare and contrast the two texts	
Giovanni has	
1. own bedroom	1
2. lives with parents	1
3. lives in a multi-story house	1
4. the house is old	1
5. it has a big kitchen	1
6. it has a guest toilet	1
Marianna has	
7. a shared bedroom	1
8. lives with mother	1
9. lives in an apartment/flat	1
10. the apartment is new	1
11. it has a small kitchen	1
12. there is no garden	1
They both have:	
13. a sister	1
14. a bathtub in the bathroom	1
Part C total	14
Total	32