



Sample assessment task	
<b>Year level</b>	7
<b>Learning area</b>	Languages
<b>Subject</b>	Italian: Second Language
<b>Title of task</b>	<i>Benvenuti all'anno sette!</i> (Welcome to Year 7!)
Task details	
<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical elements related to school experiences.</p> <p>In Part A they also demonstrate their skills in comprehending written text by accessing and summarising key information in the text.</p> <p>In Part B they demonstrate their skills in writing Italian by developing a teacher profile to inform younger audiences.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written text and summarise the information accessed. It also establishes information on their ability to write in Italian, using rehearsed descriptive and expressive language, to give opinions, share thoughts and feelings on their school experiences.
<b>Assessment strategy</b>	Short response – write sentences, indicate true/false and write short descriptions Extended response – write a profile
<b>Evidence to be collected</b>	Completed task sheet Profile for newsletter
<b>Suggested time</b>	Part A – 35 minutes Part B – 50 minutes
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>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>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p><b>Understanding</b></p> <p>Extend knowledge of context-related vocabulary and additional elements of grammar, including:</p> <ul style="list-style-type: none"> <li>• beginning to use nouns: gender and number, regular and irregular</li> <li>• using subject pronouns for emphasis, for example, <i>Sei andato alla partita, anche tu?</i></li> <li>• beginning to use articulated prepositions <i>a, di, da, in, su</i> plus article; and prepositions that do not combine, for example, <i>tra</i> and <i>per</i></li> <li>• beginning to use adverbs to qualify verbs, for example, <i>proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo</i></li> <li>• beginning to use verbs to express action in time</li> </ul>

Content description	
	<ul style="list-style-type: none"> <li>• using a range of regular and some irregular verbs in the present tense and perfect tense, for example, <i>Imparo l'Italiano da tre anni; L'anno scorso ho imparato il tedesco</i></li> <li>• recognising and beginning to use the imperfect tense of verbs in formulaic expressions, such as <i>Il festival era divertentissimo!</i></li> <li>• connecting or elaborating clauses by using conjunctions, including <i>anche</i></li> </ul> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p> <p>Identify features of Italian that vary according to audience, context and purpose in familiar spoken and written texts.</p>
Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts and text types related to school experiences</li> <li>• context-related vocabulary</li> <li>• grammatical elements, including: the present tense of regular and some irregular verbs, as well as the perfect and imperfect tenses in texts</li> <li>• the textual conventions of a profile.</li> </ul>
<b>Assessment differentiation</b>	<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	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Italian/English – English/Italian dictionary</p>

## Instructions for teacher

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

- exposed to a variety of text types related to school experiences
- taught context-related vocabulary
- taught grammatical items, including:
  - understand and use the present tense, including some irregular verbs
  - understand the perfect tense and specific phrases in the imperfect tense
- exposed to a variety of strategies for using a bilingual dictionary
- taught the textual conventions of a profile, and provided with opportunities to practise them.

## Task

### Part A: Una settimana a scuola

Provide students with the stimulus text *Una settimana a scuola* and the questions associated with the text.

Ask that they read the text before attempting to respond in English to questions.

Students may access their dictionary to look up any unfamiliar vocabulary in the text.

Advise them that they have 35 minutes to complete this part of the task.

### Part B: Benvenuti all'anno sette!

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. (Remind students that if they are writing about the past, for example, how the teacher helped them at the start of the school year, they will need to use the past [present perfect] tense.)

They are to write approximately 50–70 words in Italian.

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

Advise them that they have approximately 50 minutes to complete the task.

## Instructions to students

### Benvenuti all'anno sette

#### Part A: Una settimana a scuola

Read the following conversation between two Italian high school students talking about their first week at the *liceo*. They are friends from middle school who now attend two different types of Italian high schools.

Answer the questions that follow in English. Look up any unfamiliar vocabulary in a dictionary.

Stefano

Ciao, Michele! Com'è andata la prima settimana al liceo scientifico?

Michele

Ciao! È andata bene! Il liceo è grandissimo e moderno. E per te?

Il mio liceo è un liceo classico. Studio l'italiano, l'inglese, il latino, il greco, la storia, la geografia, la matematica e la filosofia. E tu?

Anche noi studiamo la matematica, l'italiano, l'inglese e il latino. In più c'è anche la fisica, la chimica, la biologia e l'informatica. Come sono i tuoi professori?

[Image adapted from: Roboxman. (2014). *Unbranded mobile phone—smartphone*. Retrieved March, 2016, from <https://openclipart.org/detail/193262/unbranded-mobile-phone-smartphone>]

**Question 1**

How does Michele describe his school?

(2 marks)

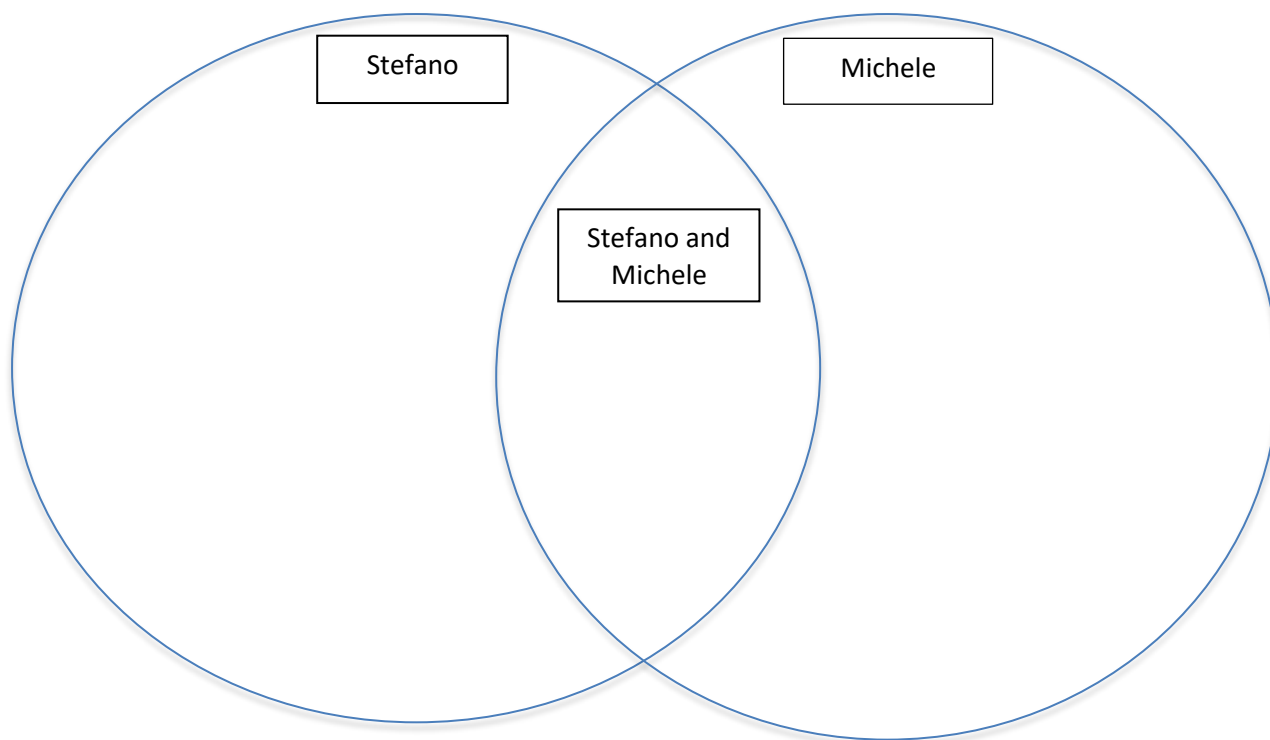
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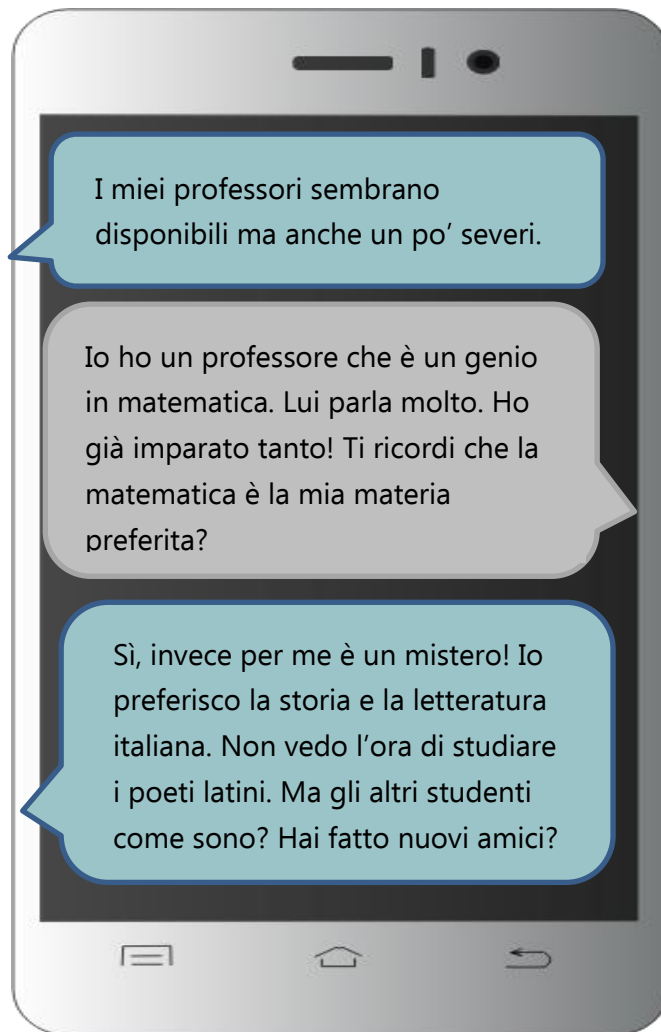
**Question 2**

What subjects does each boy study and which do they share?

(12 marks)



Stefano



Michele

### Question 3

What does Stefano think of his teachers?

(2 marks)

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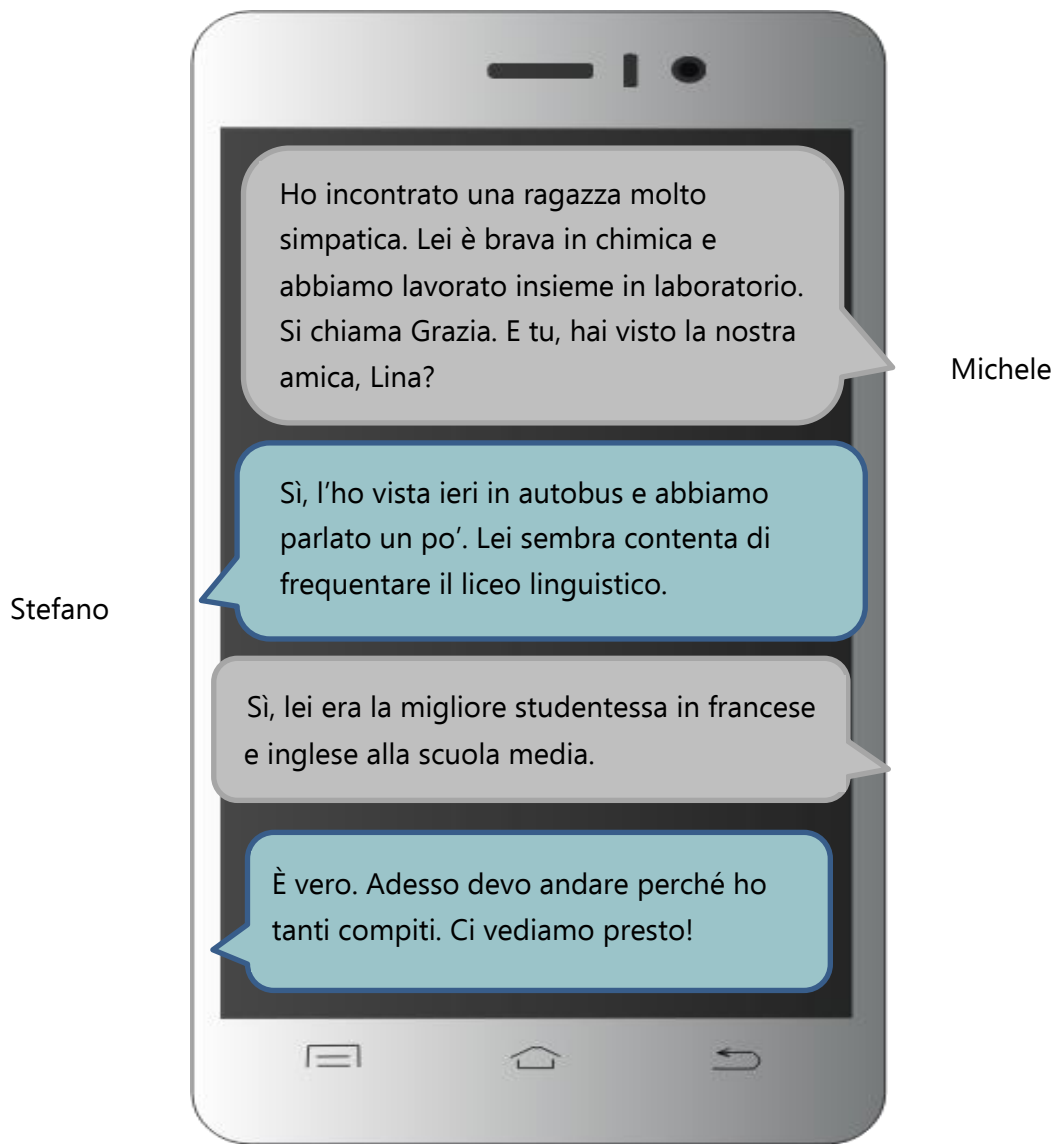
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### Question 4

Indicate with a tick [✓] whether the following statements are **true** or **false**.

(4 marks)

Statement	True	False
(a) Michele's teacher doesn't understand Maths.		
(b) Michele's favourite subject is Maths.		
(c) Stefano likes History and English Literature.		
(d) Stefano hates poetry.		



**Question 5**

What does Michele say about Grazia?

(3 marks)

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**Question 6**

Where did Stefano see their friend Lina?

(1 mark)

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**Question 7**

Why do the boys think Lina will be successful at the linguistic high school?

(3 marks)

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**Part B: Benvenuti all'anno sette!**

The school is hosting Year 6 students from neighbouring primary schools to attend Transition Day.

As part of the day, the school publishes a newsletter for the 'new' students, promoting the school.

Your class has been asked to write the teacher profiles section, designed to help students get to know the teachers at the school. Your task is to write about one teacher who made your transition to Year 7 easier.

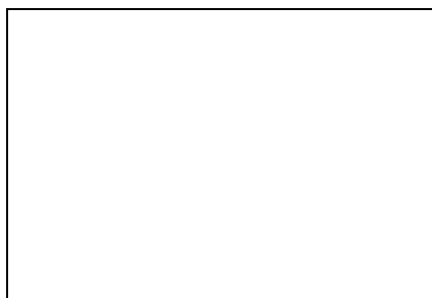
In the profile include include:

- 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 (You may need to use the past [present perfect] tense if you write about how the teacher helped you at the start of the year).

Aim to write approximately 50–70 words in Italian. Look up any unfamiliar vocabulary in a dictionary. You have approximately 50 minutes to complete the task.

## LA NOSTRA SCUOLA

Edizione 2



## Sample marking key

### Part A: Una settimana a scuola

Description	Marks
<b>Question 1</b>	
very large	1
modern	1
<b>Subtotal</b>	<b>2</b>
<b>Question 2</b>	
Stefano – Greek, Philosophy, History and Geography	4
Both – Maths, Italian, English and Latin	4
Michele – Biology, Chemistry, Physics and ICT/Computing	4
<b>Subtotal</b>	<b>12</b>
<b>Question 3</b>	
helpful/approachable	1
a little strict	1
<b>Subtotal</b>	<b>2</b>
<b>Question 4</b>	
(a) false	1
(b) true	1
(c) false	1
(d) false	1
<b>Subtotal</b>	<b>4</b>
<b>Question 5</b>	
a nice girl	1
good at Chemistry	1
worked together in the laboratory/have laboratory together	1
<b>Subtotal</b>	<b>3</b>
<b>Question 6</b>	
on the bus	1
<b>Subtotal</b>	<b>1</b>
<b>Question 7</b>	
was the best student	1
at French and English	1
in middle school	1
<b>Subtotal</b>	<b>3</b>
<b>Part A total</b>	<b>27</b>

<b>Part B: Benvenuti all'anno sette!</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes the text of a profile about a teacher at the school. Includes relevant details about the teacher in writing to engage the reader including: the teacher's name, their role at the school, what to expect in their classroom, and what they did to make the transition to high school easier for the student.	3
Writes the text of a profile about a teacher at the school. Includes some relevant details about the teacher in writing to engage the reader. Includes some details to engage the reader.	2
Limited attempts are made at writing a profile.	1
<b>Subtotal</b>	<b>3</b>
<b>Grammar</b>	
Uses range of grammatical elements and structures mostly correctly. Simple and compound sentences are handled with confidence. Uses the present tense successfully. Attempts to use the perfect and imperfect tenses are usually successful. Errors do not affect meaning.	4
Uses a range of grammatical elements and structures. Sentences are mostly simple though some compound sentences are attempted. Use of the present tense is usually successful. Attempts to use the perfect and imperfect tenses with varying success. Errors usually do not affect meaning.	3
Uses a satisfactory range of grammatical elements and structures. Sentences are mostly simple. Use of the present tense is usually successful. Shows limited use the perfect and imperfect tenses. Errors sometimes affect meaning.	2
Uses a limited range of simple sentences. Applies rules of grammar, including tenses, with frequent inaccuracies. Frequent errors make meaning unclear.	1
<b>Subtotal</b>	<b>4</b>
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary. Spelling is mostly correct.	3
Uses some variety of vocabulary that is generally relevant. Inconsistency in spelling but meaning is clear.	2
Limited use of relevant vocabulary. Poor spelling often impedes comprehension.	1
<b>Subtotal</b>	<b>3</b>
<b>Text type and sequencing</b>	
Successfully writes a profile with a title, appropriate register for a younger audience and information relating to the subject. 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 the text type. Shows some consideration of the audience. Limited organisation impedes the flow and understanding.	1
<b>Subtotal</b>	<b>3</b>
<b>Support</b>	
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
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>16</b>
<b>Total</b>	<b>43</b>