Ways of assessing

NOTES

Stream C: Module 12

Ways of assessing

Module overview

This module is divided into three sections:

Section 1: Tasks and assessment

Section 2: Evaluating assessment tasks

Section 3: Going beyond tasks
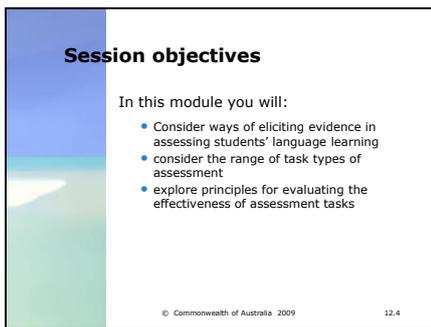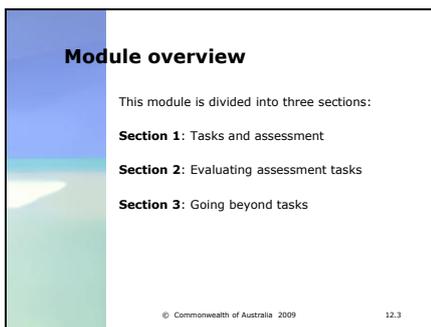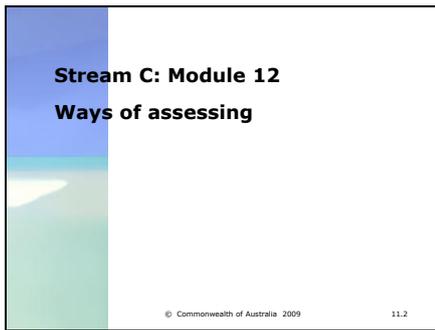
This module examines ways of eliciting language capabilities.

It considers:

- the range of task types that can be used in language assessment
- some principles for evaluating the effectiveness of particular tasks as part of an overall assessment scheme.

Session objectives

In this module you will:

- Consider ways of eliciting evidence in assessing students' language learning
- consider the range of task types of assessment
- explore principles for evaluating the effectiveness of assessment tasks

This module develops the assessment focus by considering the ways in which teachers can elicit evidence of learning in order to be able to make judgments about their students' understanding and knowledge. In this module participants will:

- consider ways of eliciting evidence in assessing students' language learning
- consider the range of task types of assessment
- explore principles for evaluating the effectiveness of assessment tasks

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Connecting to the *Standards*

The *Standards* are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, the focus in this module is on:

- **Educational theory and practice**
- **Language and culture**
- **Language and pedagogy**
- **Ethics and responsibility**

The *Standards* address issues relating to assessment in a number of ways, although there is no standard that specifically addresses how teachers assess.

Assessment relates to teachers' understanding of educational theory and practice, to how this is worked through in their teaching of languages, and to the ways in which they use their understanding of the language(s) and cultures(s) they teach in designing assessment.

Module 12:
Ways of assessing

Overview

This module examines ways of eliciting language capabilities. The module encourages teachers to reflect on their own assessment practices and then consider the range of task types that can be used in language assessment as well as some principles for evaluating the effectiveness of particular tasks as part of an overall assessment scheme.

This module is divided into three sections:

1. Tasks and assessment
2. Evaluating assessment tasks
3. Going beyond tasks

Objectives

In this module participants will:

- consider ways of eliciting evidence in assessing students' language learning
- consider the range of task types of assessment
- explore principles for evaluating the effectiveness of assessment tasks.

NOTES

*Section 1: **Tasks and assessment***

Understanding ways of eliciting

- Small-group task 1:
- In groups discuss how you go about planning your assessment approach and how you select or design tasks for your learners:
  - What do you see as important considerations when selecting or designing assessment tasks?
  - What sorts of language and intercultural capabilities do you think it is important to focus on in your assessment?

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Task 1: Small-group task with whole-group discussion
This task is designed to develop a starting point for participants to connect their own assessment practices with the topics being covered in the presentations and other activities.
The aim here is for teachers to identify common themes and ideas.

The presenter in the whole-group discussion should attempt to give shape and coherence to the ideas that teachers are presenting by grouping ideas or pointing out connections/similarities/differences between issues.
In thinking about the important considerations some of the issues that emerge may include:

- suitability for learners at particular levels (in this case, it would be useful to explore what is meant by 'suitable')
- needing to feel comfortable/familiar with the task (in this case, exploring the teacher's actual preferences)
- the need for a range of different tasks (in this case, explore what is meant by 'range' and why this is needed)
- opportunities for students to show a range of capabilities
- preferences for adopting or adapting existing tasks rather than designing new tasks
- the need to meet assessment requirements of curriculum frameworks or other documents
- practicalities such as the amount of time to do the task
- the need to be able to report student achievement
- other?

Key Ideas/Learning
Tasks and assessment

Interaction/tasks/questions	Supporting resources
Task 1: Small-group task In groups discuss how you go about planning your assessment approach and how you select or design tasks for your learners: • What do you see as important considerations when selecting or designing assessment tasks? • What sorts of language and intercultural capabilities do you think it is important to focus on in your assessment? Anticipated time: 15 minutes **Whole-group discussion** As a whole group give feedback on your small-group discussions and note similarities and differences in the ways that people work in planning their assessment. Anticipated time: 15 minutes	PowerPoint slides 12.3–12.6

NOTES

*Section 1: **Tasks and assessment***

Tasks and assessment

- Tasks are purposeful activities designed for teaching and learning and assessing.
- Any task can have multiple roles in the classroom:
  - A task can be used to support, reinforce, or practise learning – as ways of teaching.
  - A task can be used to elicit samples of language as evidence of students' capabilities – as ways of assessing.

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Tasks

A task is any purposeful activity that teachers use to engage students with language learning and language use. The idea of purpose is important in understanding tasks, and it is important to consider not just what learners do in a particular task, but why they are doing it. This means considering what learning is involved in accomplishing the task and how this learning is developed or shown through the task. Any task can have multiple functions – they can be used both to support learning or they can be used as assessment. The main difference here is not in the design of the task itself, but in what the teacher plans to do with the information that the task elicits about students' capabilities.

Tasks and assessment

- There are many ways of grouping tasks and each is useful:
  - The 'macroskill' in focus: speaking, listening, reading, writing
  - The types of activity the learners engage with: obtaining and using information, interacting and discussing, personal response, etc.
  - The types of cognitive activity involved: reasoning, problem-solving, etc.
  - The purposes of assessment: assessment *as, of,* and *for* learning.
- Each way of grouping highlights different aspects of the task and attempts to capture something of the multidimensional nature of language learning

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Task types for assessment

There are many ways of grouping tasks and each is useful:

- The 'macroskill' in focus: speaking, listening, reading, writing
- The types of activity the learners engage with: interacting and discussing, interacting and deciding/transacting, obtaining information and using it, giving information, personal response, personal expression, etc.
- The types of cognitive activity involved: reasoning, problem-solving, etc.
- The purposes of assessment: assessment *as*, *of*, and *for* learning.

Tasks and assessment

- One way to group tasks involves considering what evidence they give about how learners engage with language. This includes:
  - language knowledge tasks
  - language use tasks
  - tasks for intercultural engagement

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Each way of grouping highlights different aspects of the task and attempts to capture something of the mulitdimensional nature of language learning

The next part of the workshop introduces a simple categorisation of task types in terms of their assessment purpose based on the focus of the task:

- language knowledge tasks
- language use tasks
- tasks for intercultural engagement.

This categorisation is based on the opportunities each task allows for gathering evidence about how students engage with language. Each task type elicits different aspects of what learners know. The focus here is on understanding the purpose of tasks and considering the role of each task type in designing assessment, rather than arguing that any task type is inherently more valuable than others.

Key Ideas/Learning
Tasks and assessment

Interaction/tasks/questions	Supporting resources
Facilitator presentation The facilitator briefly introduces participants to one way of understanding different purposes of tasks and explores how different task types elicit different evidence for assessing language learning. Anticipated time: 20 minutes	PowerPoint slides 12.7–12.12

NOTES

Section 1: *Tasks and assessment*

Task types for assessment

- Language knowledge tasks:
  - elicit language knowledge through responses to questions that often focus on discrete points
  - focus on features of the target language (grammar, vocabulary) for their own sake
  - assess knowledge of features of the code
  - display how learners are able to analyse language.

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Language knowledge tasks

The focus of these tasks is on learners' explicit knowledge of the system of the language they are learning. They capture aspects of meta-linguistic knowledge (that is, knowledge about language). Most language knowledge tasks focus on particular aspects of knowledge of the language and tend to focus on a single part of their knowledge at a time (that is, they are often discrete point tasks). The main focus of such tasks is on the language code itself – that is, the forms of the language such as grammar or vocabulary. The purpose is therefore to see what aspects of the code students can control or what information about the language they can recall.

The purpose of such tasks is to focus on knowledge of the language to determine the extent of students' knowledge. That is, they do not attempt to do more than gain evidence of what students know about the language.

Such tasks include vocabulary tests, fill-in-the-gap grammar tests, multiple-choice grammar tests, selecting among alternatives (grammar or vocabulary), manipulating forms, cloze tests, dictation (e.g. putting a verb into the past tense), explaining language choices, etc.

These tasks elicit some information that is useful for teachers in making judgments about their students' learning, but they present language in a mechanical way, which means that students have few opportunities to be creative in their language use – most tasks have only one correct response. Because their focus is on explict knowledge of the language, such tasks do not elicit information about how students use their language knowledge to communicate and may say little about how language is used in context.

NOTES

*Section 1: **Tasks and assessment***

Task types for assessment

- Language use tasks:
  - elicit language performance through real-world situations or simulated activities
  - focus on a purpose beyond language learning for its own sake
  - focus on achieving the purpose of the tasks and also the language features used
  - assess ability to use the language to achieve goals
  - emphasise the language learner as performer.

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Language use tasks

Language use tasks seek to elicit information about how students use their language knowledge to achieve particular communicative goals. They do this by engaging students in real-world tasks that require them to use their language to achieve some broader goal (e.g. conducting a survey, writing an email to another student, following a recipe, getting information from a website to complete a project). In many cases language classrooms do not allow students opportunities to engage directly in real-world tasks, and language use tasks are often simulations of real-world tasks (e.g. simulations, unscripted role plays, writing to imaginary others, listening to information in order to answer the teacher's questions).

In language use tasks students use and display their knowledge of language forms, but knowledge of these forms is not elicited for its own sake but as part of a larger communicative goal. Success in the task involves accomplishing the goal successfully through the use of the language. In designing and using language use tasks it is therefore important for teachers to understand clearly what the communicative purpose is and how the language available to the students can be used to achieve the purpose. It is important for teachers to distinguish between the communicative goal of the task and other communicative activities that may be featured in the task.

Language use tasks are closely linked with communicative language teaching and they are intended to assess communication; however, sometimes what really results is a form of pseudo-communication. In many tasks there is a real communicative purpose and a fictitious communicative purpose. A language use task focuses on language use when it elicits evidence of the real purpose not the fictitious purpose, and where learners have some choice about the language they use: what they say, when they say it, how they say it. For example, a scripted role play in which students order a meal in a restaurant does not have as its main communicative goal ordering a meal in a restaurant, but rather writing and performing a script. Such a task is not a good indicator of how students would function in a restaurant using the target language (reading menus, placing orders, etc.). It does elicit information about how students order and use their knowledge of the language and culture they have used to present a coherent text. Where a role play involves memorisation of a text or substitution of a few phrases in a set model, the tasks effectively become assessments of language knowledge, not of language use.

Language use tasks provide teachers with information about how students use their language and other resources to perform certain actions. They emphasise the language learner as a performer. They do not indicate how well students understand what they are doing in their performance. Students may reproduce language by parroting models without much understanding of the model itself, or they may produce similar language because they understand the situation and the language and cultural conventions involved.

NOTES

*Section 1: **Tasks and assessment***

Task types for assessment

Tasks for intercultural engagement:
- elicit understanding of language as culturally contexted behaviours
- focus on interpretation of language in its cultural context
- assess abilities in noticing how language reflects culture, comparing across languages and cultures, reflecting on understanding of the relationship between languages and cultures and using interpretations to shape interaction
- bring the performer and analyser into a relationship.

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Tasks for intercultural engagement

In addition to encouraging students to participate in communication, tasks can also provide opportunities for learners to engage with the intercultural through language. Such tasks seek to elicit students' understanding of what lies behind language and its use. The aim of the tasks is for students to come to see language use as culturally contexted behaviour and to articulate how and where they see the relationship between language and culture.

These tasks focus on the interpretation of language in context – that is, they ask students to reflect on what deeper meanings they find in the language with which they are engaging and to reflect on the choices made in using language in particular ways. These tasks may focus on:
- some or all of the process of noticing where language and culture meet
- comparing points of relationship between language and culture between the language(s) they are learning and the language(s) they know
- reflecting on the significance of what they have identified in terms of what it shows about the language and culture they are studying, their own language and culture and how these impact on their sense of self, their identity, and their choices
- interacting with others using the insights they gain from the exploration of the relationship between language and culture.

Some examples of intercultural tasks include:
- tasks that encourage students to reflect on how the culturally contexted nature of language is played out in a text or interaction
- reflections on responses to culturally different ways of communicating
- investigating their own cultural assumptions about language
- providing accounts of the cultural behaviours of others
- interpreting their own cultural practices for others who do not share their assumptions.

Such tasks focus on what students are aware of in engaging with language in its cultural context and how they use and respond to this awareness, how they understand language in its cultural context, and how they use their understanding to interpret the world for themselves and others.

Task types for assessment

- Small-group task 2:
  - In groups examine the collection of tasks you have been given. Group these tasks according to whether you think they are language knowledge, language use, or intercultural tasks. Consider the sorts of evidence each task would give you about students' capabilities and what this would demonstrate about what students had learnt.

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Task 2: Small-group task

The focus of this task is on reflecting on examples of assessment in order to think through the different types of assessment discussed above. It is a way of working with conceptualisations of language, culture, learning, and assessment, and recognising these in task types. It is possible that participants differ in how they classify these tasks, as many can be used for multiple purposes. It is best to consider the tasks in terms such that 'tasks for intercultural engagement' involve aspects of language use and language knowledge, and 'language use tasks' involve language knowledge.

Key Ideas/Learning
Tasks and assessment

Interaction/tasks/questions	*Supporting resources*
Task 2: Small-group task In groups examine the collection of tasks you have been given. Group these tasks according to whether you think they are language knowledge, language use, or intercultural tasks. Consider the sorts of evidence each task would give you about students' capabilities and what this would demonstrate about what students had learnt. Anticipated time: 20 minutes	PowerPoint slide 12.13
Whole-group discussion As a whole group give feedback on your small-group discussions and the conclusions you drew about the examples. Anticipated time: 20 minutes	Handout 1A (primary) or Handout 1B (secondary)

NOTES

Section 2: ***Evaluating assessment tasks***

Evaluating assessment tasks

- Evaluating assessment tasks is an aspect of both the design and selection of tasks.
- It involves considering the quality of a task against a number of criteria to determine if the task will be useful, fair, or appropriate.
- Understanding the quality of a task is crucial to planning the nature and range of assessment tasks used.

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In planning assessment to elicit the sorts of information you need to make confident judgments about students' learning, it is important to consider the quality of the tasks being used, whether you are using existing tasks or designing new tasks.

This is not only important for evaluating particular tasks, but also for considering how tasks can be assembled into an overall assessment plan or scheme.

This session aims to present some criteria for examining particular assessment tasks. These criteria are drawn from, McKay (2006) and Bachman and Palmer (1996) – see references at the end of the module. Bachman and Palmer highlight that the usefulness of a task comes from the overall consideration of all of these aspects of the task.

Construct validity

- Construct validity refers to whether or not the task actually elicits what we think it does.
- Evaluating construct validity involves asking questions about:
  - the aims of the task
  - the conceptualisation of the construct being elicited
  - the sort of response from learners that can be expected
  - how these are related

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Construct validity is a technical term that refers to the idea that the conceptualisation of the phenomenon, performance, or learning to be assessed is actually what is being assessed. Assessment tasks are useful when they do in fact test what they claim to test. Sometimes a task may not assess what it claims to assess – for example, in scripted oral activities when a test of speaking is actually a test of reading aloud.

Authenticity

- Authenticity refers to whether or not the language used in the task is relevant and natural to the learner's world.
- Evaluating the authenticity of a task includes considering:
  - whether or not the language and text types used are appropriate to the age of the learner;
  - if the purpose of the task is recognisable and relevant for the learners;
  - if the content of the task is appropriate and relevant for the learners;
  - whether or not the task draws on knowledge that the learners can be expected to have

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Authenticity is used in language teaching to refer to many different ideas. In the case of evaluating assessment it refers to the idea that the assessment task is one that the learners themselves are equipped to answer. This is different from the idea that a text is authentic, which means that it was actually a naturalistic text produced by speakers of the target language. A task is authentic when it is appropriate to learners and does not presume knowledge or capabilities outside the learners' experience. A task may be not authentic, for example, when a student is asked to write or speak about situations or events that are unfamiliar to them or from an imagined identity that is outside their experience.

Reliability

- Reliability concerns how likely the tasks will give consistent results:
  - across assessors (Would another teacher make a similar evaluation of learning using the evidence elicited by the task?)
  - across learners (Would the task elicit similar evidence of learning from similar groups of learners?)
  - over time (Would the task elicit similar evidence from the same group of learners on different occasions?)
  - between tasks (Would different tasks designed to elicit the same evidence of learning show similar results?)

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Reliability is an important part of the usefulness of a task as it refers to whether or not a task works for assessment purposes. A task that is not reliable produces evidence of learning that is very hard to interpret or to judge. This means that any learner would get the same results if another teacher were to assess the same work or if the learner was assessed in the same way on another occasion.

Key Ideas/Learning
Evaluating assessment tasks

Interaction/tasks/questions	Supporting resources
Facilitator presentation The facilitator outlines a number of criteria that can be used to consider the usefulness of assessment tasks and what teachers need to look for when evaluating tasks to ensure that they provide useful evidence of learning. Anticipated time: 30 minutes	PowerPoint slides 12.14–12.20

NOTES

Section 2: *Evaluating assessment tasks*

Interaction

- Interaction is important when assessing language use as language use involves communicating between people.
- In evaluating whether a task is interactive it is important to consider:
  - what meanings (written or spoken) the learners have to understand in doing the task
  - what meanings (written or spoken) learners have to communicate to others
  - how important these meanings are in performing the task

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Interaction is an important part of any task that focuses on language use as all communication is in fact an interaction – an attempt to exchange information, ideas, opinions, etc. between people. In interaction people are concerned with meanings and in evaluating interaction in tasks it is important to focus on the meanings being exchanged. In a task meanings have to be both understood and communicated and both of these need to be considered. It is also important to consider how much the meaning is important to being able to do the task effectively. A truly interactional task would require that the student understand the meanings in the task in order to complete it. A task that could be completed without understanding is not interactive or communicative.

Practicality

- An assessment task is practical if the necessary resources for doing the task are available. Tasks are more or less practical in different contexts.
- Evaluating the practicality of a task involves considering:
  - whether the time available is sufficient to do the task
  - whether the learner has access to the materials or information needed to complete the task
  - whether the physical setting in which the task is done is appropriate

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Practicality recognises that all teachers teach in unique contexts and that tasks that work well in one context may not work in another. A task may have a number of positive features, but if it cannot be implemented in the way it was intended, it is not a very useful task for the context in which it is being used.

Impact

- Impact is the effect of the task on teaching and learning and on the people involved.
- The impact of an assessment task should be positive and this can be evaluated by considering:
  - if the task is likely to have a positive impact on learners, their engagement or motivation, etc.
  - if the task elicits knowledge of learning that is useful for planning further teaching
  - if the tasks is recognised as useful and appropriate by students, teachers, others
  - if the task allows students to produce their best performance but still has high expectations
  - if the task is intellectually engaging

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It is important that all tasks have a positive impact when they are used. A task which is demotivating for learners or which does not engage them intellectually may have the potential to elicit information but may be counter-productive in other ways.

Evaluating assessment tasks

- Small group task 3
- In groups select three assessment tasks from those you have been given. Evaluate their usefulness according to the criteria discussed so far. In your discussion consider what other factors might be important for you in evaluating the usefulness of a task.

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Task 3: Small-group task

The focus of this task is to explore how the criteria discussed so far can be used in evaluating the effectiveness of a task. In the group discussion, as additional ideas come up they should be listed on a whiteboard. Some of these ideas may actually be different versions of the criteria discussed above and so it is useful to draw connections between them.

Key Ideas/Learning
Evaluating assessment tasks

Interaction/tasks/questions	*Supporting resources*
Small-group task 3 In groups consider a selection of assessment tasks and evaluate their usefulness according to the criteria discussed so far. In your discussion consider what other factors might be important for you in evaluating the usefulness of a task. Anticipated time: 20 minutes **Whole-group discussion** As a whole group give feedback on your small-group discussions and the conclusions you drew about the examples. Anticipated time: 20 minutes	PowerPoint slide 12.21 Handout 1A or 1B Handout 2

NOTES

Section 3: **Going beyond tasks**

Going beyond tasks

- Effective assessment is not simply based on selecting and designing high-quality tasks, but considering how the tasks relate to each other.
- This means that planning assessment involves planning assessment schemes – how tasks are sequenced and relate to each other.

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Planning assessment is not simply a matter of selecting and evaluating individual tasks, and an assessment scheme is not simply an accumulation of tasks. Planning assessment involves planning how tasks relate to each other and evaluating the usefulness of the whole set of tasks being used.

Going beyond tasks

In planning an assessment scheme it is important to consider:
- the purposes of assessment
- formal and informal ways of eliciting evidence
- formative and summative assessment tasks
- the range of assessment tasks used
- the developmental focus of assessment
- the ways that current tasks build on previous tasks
- the ways that current tasks prepare for future tasks
- long-term tasks, such as portfolios or learning journals

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In designing an assessment scheme it is important to consider a number of different ways that tasks are assembled and how each task relates to other tasks. Considering such questions is a way of ensuring that the information elicited over a period of time is useful to teachers in judging their students' learning.

For formative assessment, an assessment scheme should involve more than set assessment tasks and consider evidence that can be collected from ongoing classroom interactions, which have the potential to show aspects of language knowledge, language use, and intercultural engagement. This can include observation, interactive talk, questioning, etc., which give evidence of students' learning – both in terms of product and process.

Long-term assessment tasks can be useful in tracking learning over time. Many tasks capture individual episodes of learning, and development has to be inferred from episode to episode. Adding a long-term task gives more evidence of the developmental nature of language learning.

Key Ideas/Learning
Going beyond tasks

Interaction/tasks/questions	*Supporting resources*
Facilitator presentation The facilitator discusses ways of thinking about assessment as a series of related tasks that constitute a coherent assessment scheme. Anticipated time: 20 minutes	PowerPoint slides 12.22–12.23

NOTES

Possible investigations

- Record a lesson (or small group discussion or an interview). Analyse your interaction with students in terms of the evidence of learning that becomes available through the interaction.

- Evaluate an assessment task you have designed or selected for your students using the framework of "usefulness" outlined in this module. What does this tell you about the ways you elicit students' learning?

- Design a long-term assessment scheme for one of your groups of learners. Include a rationale for each part of the overall scheme, consider how range of tasks and the ways they connect together give coherent evidence of learning.

- Design a writing portfolio for one of your groups of learners. Examine the portfolio to see what evidence this gives you of the ways in which learning has developed over the duration of the task.

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Further reading

Bachman, L. F., & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.

McKay, P (2006) *Assessing Young Learners*. Oxford: Oxford University Press.

Scarino, A., & Liddicoat, A. J. (2009). *Language Teaching and Learning: A Guide*. Melbourne: Curriculum Corporation. Chapter 5 "Assessing". (http://www.tilg.unisa.edu.au/)

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Possible investigations

- Record a lesson (or small-group discussion or an interview). Analyse your interaction with students in terms of the evidence of learning that becomes available through the interaction.

- Evaluate an assessment task you have designed or selected for your students using the framework of 'usefulness' outlined in this module. What does this tell you about the ways you elicit students' learning?

- Design a long-term assessment scheme for one of your groups of learners. Include a rationale for each part of the overall scheme, consider how the range of tasks and the ways they connect together give coherent evidence of learning.

- Design a writing portfolio for one of your groups of learners. Examine the portfolio to see what evidence this gives you of the ways in which learning has developed over the duration of the task.

Further reading

Bachman, L.F. & Palmer, A.S. (1996). *Language Testing in Practice*. Oxford. Oxford University Press.

McKay, P. (2006). *Assessing Young Learners*. Oxford. Oxford University Press.

Scarino, A. & Liddicoat, A.J. (2009). *Teaching and Learning Languages: A Guide*. Chapter 5, 'Assessing'. Melbourne. Curriculum Corporation.
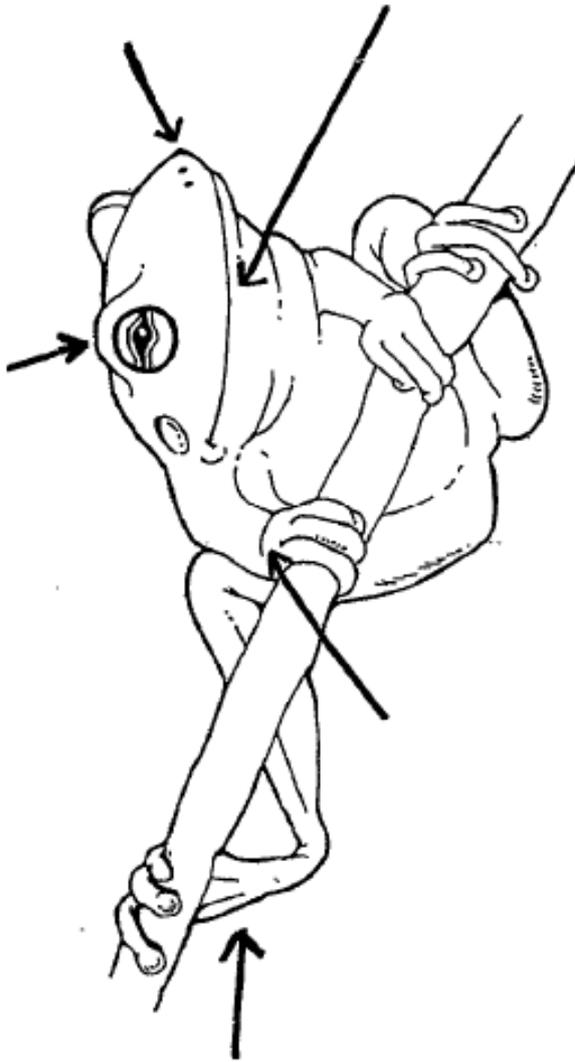See www.tllg.unisa.edu.au

Attachments

Handout 1A   Assessment tasks - primary

Handout 1B   Assessment tasks - secondary

Handout 2   Task evaluation sheet

Assessment Level Year 1 and 2

Nose	Mouth	Front leg	Back leg	eye

(Prepared at Huntingdale Primary Bilingual School)

Assessment Level Year 5

Example 1

Formative assessment task

At the end of the lesson students were given 10-15 minutes silent sustained writing time to answer the following evaluative questions:

What do you think our school values, in relation to curriculum? Give reasons and/or examples to support your point of view.

Example 2

Using a timetable from La Scuola Primaria "Giosuè Carducci" students viewed the text critically to answer the following questions:

1) *Quale materie studiano/ offrono nelle scuole primarie?* Why do you think this is so?

2) *Trova 6 materie che conosci?*

3) How does this compare with the curriculum offered at St Gabriel's School? So what does all of this information gathered tell us?

4) *Per quanto tempo durano le lezioni?*

5) *Guarda gli orari dopo pranzo, eg. 13,20-14,20.* What do you notice?

6) What does this school value, as in curriculum? What is it about school that they want to value? (time: 1 hour lessons for each learning area, learning about the Italian language, geography, mathematics, civics and citizenship studies, history but little time for sport).

7) Do you think this is the same for all primary schools in Italy? How can we find out?

8) What do you think the curriculum is like in other parts of the world? Let's ask:

- Danielle about subjects learnt in the Philippines

- Stella about the school timetable in Sudan?

- An about what he learnt when he went to school in Vietnam.

9) What do you think is important within the curriculum at San Gabriele?

10) *Che cos'è 'la mensa'?* Use your own words to describe it.

Example 3

School life: letter writing task (2 lessons)

Purpose/outcome of this task

The task aims:

- to assist students to interact with the intercultural knowledge and understandings acquired through previous lessons and use this information, understandings, opinions and ideas to write a letter to an Italian student.

- to use the genre of letter writing as an authentic means of communication.

- to provide students with a learning tool that enables them to synthesize their knowledge and apply it to independently construct a written text.

- to invite students to reflect upon their experience of school life at St Gabriel's School and compare/contrast it to school life of a primary student in Italy.

Texts/Visual aids

The texts which students could refer to were all tasks completed in lessons throughout the module, illustrated vocabulary charts, class discussions collated on paper, school timetable and dictionaries.

Summative assessment task

You are to write a letter to a primary aged student in Italy telling them about school life at St Gabriel's School.

Some guiding questions include:

1) *Cos'è importante nella mia scuola?*

2) *Che cosa ti piace della nostra scuola?*

3) *Quali materie studi? Spiega il tuo orario scolastico.*

4) *Quali materie ti piacciono? Perchè?*

5) *Cosa fai in una giornata a scuola? Descrivi alcune attività.*

6) Which physical features do you consider to be important to include in your letter?

Since your new pen friend would like to improve their English, you will also be given the opportunity to reflect upon and write about what an Italian student might like about attending St Gabriel's school.

Possible language structures associated with this task:

- modes of address/leave taking to do with letter writing, such as *caro amico/amico di penna, da. . scrivimi presto. . .*
- describing quantity-*c'è una classe/ ci sono molti studenti*
- descriptors eg *grande/piccolo, vecchio o moderno, bello o brutto, sapazioso, interessante, i colori*
- numbers to describe qunatity
- expressing likes/dislikes eg *mi piace/non mi piace, mi piace di più , preferisco/amo*
- vocabulary associated with classroom objects, subjects and the school environment
- use of definite and indefinite article eg *il/la/l'/lo, un/una/un'*
- present tense processes eg *gioco, scrivo, studio, mangio, leggo, disegno, parlo.*

(Prepared by Dina Staffiero)

Assessment Level Year 4/5

4. **Students' written reflection**
   (i) Imagine you are going to spend a week or so with a family in France. You will be going to school with them. What will it be like at lunchtime?
   (ii) A French student is visiting Glen Osmond for a short time and will be with your class. What do you need to tell them about lunchtime in your school in order for them to feel comfortable?
   (iii) Where would you prefer to spend your lunchtime? Explain your reasons.

Formative feedback will be given to the students on their reflections to extend thinking, clarify points that are uncertain or correct glaring inaccuracies or misconceptions. This will be
   - Written feedback on students' work
   - A whole class discussion
   - And a separate discussion with the 6 key students (if it adds anything)
[*La cantine* "What does this mean to you now?"
"Compare the different canteens we've looked at during this unit. How do they differ? How are they similar? Which do you prefer and why?
Why do you think they differ?"]

(Prepared by Catherine Moore)

Assessment Level Year 2

Process:

- Teacher/students will share a text (***La Macchinetta Rossa*** – Produced by the Catholic Education Office of Victoria, Italian Language Project, 1987):

The story follows the adventures of a little red car, that travels through Italy and encounters numerous places, situations and characters. The story combines elements of fantasy and reality that appeal to children.

The children will be able to identify very strongly with the animated car that can, amongst other things save people from the perils of a volcano, score a goal for the Italian national soccer team and win a first prize at a very important car rally.

The car, which in the Italian language carries a feminine gender, will also give girls a chance to identify with a non stereotype role.

The illustrations, which expose children to Images and symbols of Italy that they can easily identify, add humour, additional appeal and meaning to the story.

The story incorporates a wide range of language and children will be exposed, in a very natural way, to adjectives, comparisons and colloquial expressions.

- Students will complete various activities in order to develop linguistic (Italian/English) knowledge and skills
- Students will identify the Italian landmarks/symbols depicted in the story
- Students will be encouraged to identify other landmarks/symbols that they associate with Italian culture
- In Society and Environment lessons students will be exposed (using various texts, posters, visual images using 'smartboard') to landmarks/symbols that reflect Australian culture
- Students will be encouraged to pose questions about landmarks/symbols related to Italian and Australian cultures
- Task: students will complete a class text (Big Book) in Italian, substituting the 'little red car' (La Macchinetta Rossa) with an Australian car which goes on an Australian adventure visiting various Australian places of interest while participating in Australian 'experiences' just like the little red car did when travelling through Italy.

(Prepared by Tonia D'Aloia)

Assessment Level Year 9

Description of task:
A: Respond to the letter from Li Xiaonan using Chinese characters. Then, using English answer the questions provided. *(see Task Attachment)*

B: Present an oral in Chinese to the class about YOUR lifestyle. Then, using English answer the questions provided *(see Task Attachment)*

Attachments: Grammar and Vocabulary lists; Part A and Part B additional information

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Part A:

1. Write a reply letter in Chinese to Li Xiaonan. Talk about YOUR lifestyle, and answer her questions. For example, you could talk about:

1. Ji dian qi chuang?
2. Ji dian shang ke?
3. Shang shenme ke?
4. Xihuan shenme ke?
5. Bu xihuan shenme ke?
6. Xi huan zuo shenme yun dong?
7. Duo chang shi jian?
8. Ni jia you ji ge ren?

**** *This assessment task is open ended which means there is no limit to the number of characters* ****

2. Answer in English:
<u>Questions to answer in English</u>
1. Is there a 'typical' routine for an Aussie High School student? Why / why not?
2. What do we know about the lifestyle of Chinese young people?
3. How would they view the way we spend our time?
4. How well would I go if I had to take on Li Xiaonan's lifestyle?
5.

**** *Write in full sentence answers. Open ended* ****

Total 1.5 pages minimum

Part B:

1. Describe YOUR 'typical' week to the class using Chinese using the above questions in Chinese (Part A : 1) as examples.
**** *2 – 3 minutes* ****

2. Answer the following questions in English:
<u>Questions to answer in English</u>
1. How does the way we spend our time reflect the life values of ourselves, our family, and of Australian society?
2. How does the way that Chinese people spend their time reflect their individual values, family values, and the values of Chinese society?

**** *1 minute* ****

Total 4 minutes

(Prepared by Priscilla Corbell)
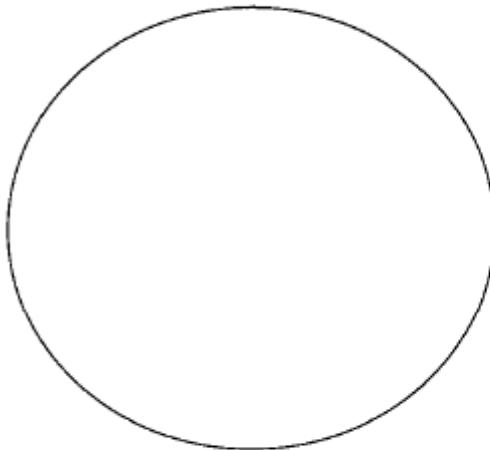
Year 8 Italian Test   Programma 2
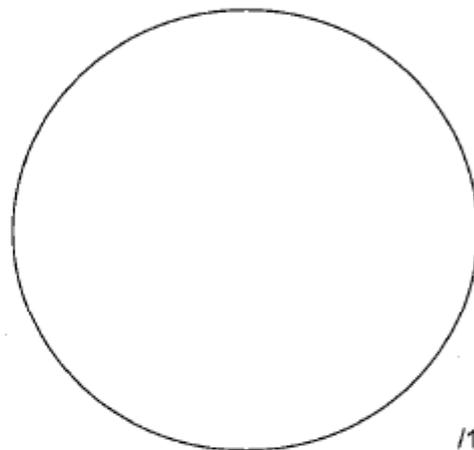
Nome: _____

Data: _____

1. Write 5 **feminine** and 5 **masculine** items found in the classroom.
    Place these in the appropriate circle.
    Do not use items that appear in Questions 2 or 3.

Feminine	Masculine

/10

2. Place the appropriate **definite article** in front of the following nouns:

_____ cugino		_____ amico	
_____ orso		_____ armadio	
_____ zio		_____ mamma	
_____ parete		_____ cugina	
_____ figlio		_____ isola	
_____ sport		_____ studente	
_____ imbuto		_____ animale	
_____ padre		_____ zia	
_____ zoo		_____ erba	
_____ luce		_____ smalto	

/20

(Prepared by a teacher of Italian)

Assessment Level Year 11

Oral Task - Job Interview

You are looking for a part time job. Read the 3 job advertisements on the following page. Choose ONE that you are interested in and would like to apply for.

There are three parts to this task:

Part One:
Prepare a resume in Chinese briefly outlining your personal details and previous educational and work experience.
One page - typed

Part Two:
Write a brief cover letter expressing your wish to apply for the position advertised.
Half page - typed

Part Three:
Attend a job interview having been shortlisted for the position.
Approximately 5 minutes

Assessment Criteria:
- *relevance and depth of responses*
- *structure and organisation of responses*
- *clarity of expression and use of tone*
- *accuracy and range of language*
- *adherence to text types*
- *evidence of preparation*

TOTAL MARKS: 20% (of SACE and Semester Exam)

中文辅导

我们公司需要一位中文辅导是为了帮助八年级的学生学好中文。我们需要

一个有信心的大学或者高中生。中国人，澳洲人都可以，只要中文说和写

得流利。每星期要工作三，四个小时，考试以前可能需要五，六个小时。

收入很公道，每个小时给三十元。如果有兴趣，请申请！

麦当劳招聘

麦当劳需要又努力又认真的高中学生。工作时间每星期四晚上和星期五晚上。人选一定要有信心，还有学新东西应该学得很快。麦当劳有很好的工作气氛，工作也很有意思。如果被选上，麦当劳会给你很多机会进步。收入也很公道。

帮助老年人

我们公司需要高中学生每天帮助一位老年人。每天工作时间一个小时，包括带狗去散步，给老年人和狗做饭，和帮助老年人买东西。从星期一到星期五放学以后工作到六点左右，星期六和星期天上午，下午都可以。我们需要又友好又能干的学生，一定要喜欢和老年人在一起。

(Prepared by Marnie Foster)

Assessment Level Year 10

The Topic

I intend to sped 3-4 weeks on the topic of Housing in Japan. I hope to give the students knowledge of the ways in which Japanese houses are different from Australian houses. I would like them to take away from the topic an appreciation of the way space is limited in typical Japanese homes, and to think about whether there are any elements of a Japanese house which they would like to incorporate into their house in Australia.

Final Task   (in English)   Length - 1000 words?

If you went to live in Japan for a year as an exchange student, what would you expect the Japanese house to be like? How would you compare it with your house in Australia? What would be the advantages and disadvantages of living in a Japanese house compared to an Australian house? Are there any features of the Japanese house which you would like to bring back and incorporate into your house in Australia?

Example 2

Module ryokan

The "take away message" is that there is not one type of accommodation which is inherently better than another, but that different types of accommodation require certain behaviours and that cultural sensitivity is required.

Assessment Tasks:

1.   Students read 2 passages on Ryokan (copy attached) and answer questions in English.

     Source:

2.   Several journal entries answering specific questions such as:

     (a)   What would you expect to see if you stayed in a ryokan?
     (b)   How would you expect to behave?
     (c)   What might you find strange/challenging?
           What might you enjoy?
     (d)   If a Japanese family came to Australia to stay in a caravan park/camping ground, what would they find strange? What might they enjoy? What might they find difficult?
     (e)   If you stayed in a ryokan how would you feel about using communal baths? How do you think Japanese people feel when they see Westerners wearing bathers in the communal baths?
     (f)   In a ryokan, the evening meal is brought to your room. Do you think you would enjoy this? Why? The meal is brought at a set time and there is a set menu. How do you feel about this?

3.   Students researched on the internet 3 ryokan in Japan. They had to find out the costs per night and facilities available.

4.   Based on this research they had to write an essay in Japanese (350 ji) pretending they had stayed in a ryokan. The letter had to incorporate the following information:

     (a)   Where you stayed? How many nights.
     (b)   What was the room like.
     (c)   How much did you pay?
     (d)   What did you eat? (breakfast and evening meal)
     (e)   Did you have a bath? Why or why not?
     (f)   Overall, did you prefer staying in a ryokan or would you prefer a Western style hotel?

(Prepared by a teacher of Japanese)

Assessment Level Year 10

YEAR 10 ITALIAN   NOME: _____

2.
(a) Fill in the gaps with ONE of the words or expressions from the box.

limpida	temperatura	neve	spiaggia	dolce vita
cielo	splende	giorno	splendido	primavera
stagione	fine	sole	gradi	inverno

Oggi è il primo _____ d'estate. Il tempo è veramente _____.

Il _____ è blu e il sole _____.

La _____ massima è di trentaquattro _____.

Andiamo alla _____ per prendere un po' di _____.

Alla spiaggia l'acqua è _____ e la sabbia è _____.

L'estate è la mia _____ preferita.

Questa è la _____ _____, alla spiaggia con i

miei amici. Non mi piace l' _____, perché fa troppo freddo.

La _____ è bella. In inverno la mia famiglia va alla _____per sciare.

(b) Translate the above passage into ENGLISH

_____

_____

_____

_____

_____

_____

_____

_____

(Prepared by a teacher of Italian)

Criterion	Task 1
Reliability *Would another teacher make a similar evaluation using the evidence elicited?* *Would the task elicit similar evidence of learning from similar groups of learners?* *Would the task elicit similar evidence from the same group of learners on different occasions?*	
Construct validity *What is the aim of the assessment?* *How do you understand the construct being elicited?* *What sort of evidence is likely to be elicted?* *How does the evidence elicited relate to the aim?*	
Authenticity *Are the language and text types appropriate to the age(s) of the learners?* *Is the purpose of the task recognisable and relevant for the learners?* *Is the content of the task appropriate and relevant for the learners?* *Is the knowledge that the task draws on what the learners can be expected to have?*	
Interaction *What meanings do the learners have to understand in doing the task?* *What meanings do learners have to communicate to others?* *How important are these meanings in performing the task?*	
Practicality *Is the time available sufficient to do the task?* *Do the learners have access to the materials or information needed to complete the task?* *Is the physical setting in which the task is done appropriate?*	
Impact *Would the task have a positive impact on learners, their engagement, or motivation, etc?* *Does the task elicit knowledge of learning that is useful for planning teaching?* *Would the tasks be recognised as useful and appropriate by students, teachers, others?* *Does the task allow students to produce their best performance but still have high expectations?* *Is the task intellectually engaging?*	