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## **Considering evidence of language learning**

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## Pre-reading

Before participating in the workshop you are encouraged to read the following:

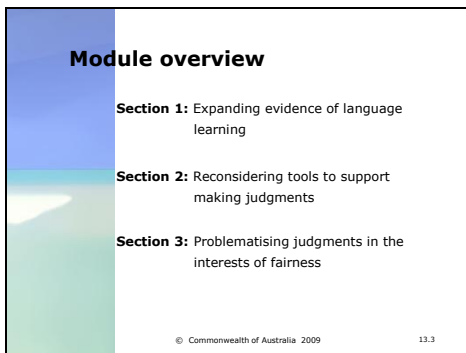
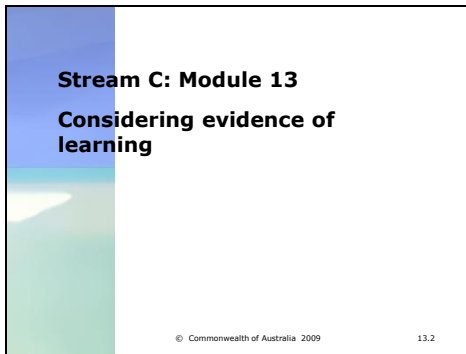
Scarino, A. (2005). Teacher judgments. Going beyond criteria for judging performance. *Babel*, 39, 8, 8–16, 38.

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

Participants will need to bring to the workshop their own state/territory curriculum and assessment frameworks.

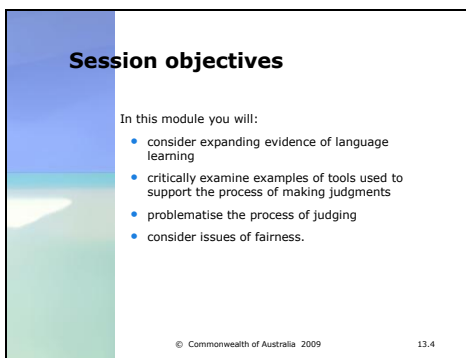
## NOTES

### Section 1: *Expanding evidence of language learning*



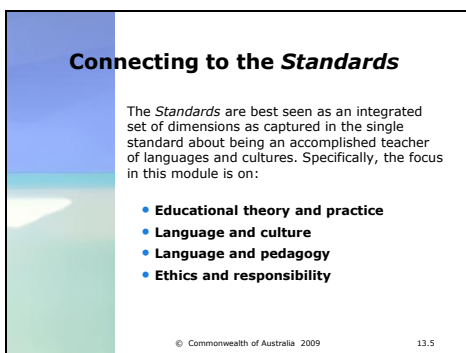
This module is divided into three sections:

1. Expanding evidence of language learning
2. Reconsidering tools to support making judgments
3. Problematising judgments in the interests of fairness



In this module participants will:

- consider expanding evidence of language learning
- critically examine examples of tools used to support the process of making judgments
- problematise the process of judging
- consider issues of fairness.



## **Module 13:** **Considering evidence of language learning**

### **Overview**

This module focuses on evidence of learning in making judgments about student performance, achievement, and progress. Building on the idea of expanding assessment to include assessment **for** learning as well as assessment **of** learning, it explores expanding the range and nature of evidence. It then examines critically a range of tools that have traditionally been used to support the process of making judgments and problematises their use. As such, the module addresses the single generic standard for accomplished languages and cultures teaching, with particular focus on:

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

This module is divided into three sections:

1. Expanding evidence of language learning
2. Reconsidering tools to support making judgments
3. Problematising judgments in the interests of fairness

### **Objectives**

In this module participants will:

- consider expanding evidence of language learning
- critically examine examples of tools used to support the process of making judgments
- problematise the process of judging
- consider issues of fairness.

## NOTES

Section 1: *Expanding evidence of language learning*

**Mr Palomar – The model of models**

"In Mr Palomar's life there was a period when his rule was this: first, to construct in his mind a model, the most perfect, logical, geometrical model possible; second, to see if the model is adapted to the practical situations observed in experience; third, to make the corrections necessary for model and reality to coincide. The procedure, developed by physicists and astronomers, who investigate the structure of matter and of the universe, seemed to Palomar the only way to tackle the most entangled human problems, those involving society, first of all, and the best way to govern. He has to be able to bear in mind, on the one hand, the shapeless and senseless reality of human society... and, on the other hand, a model of the perfect social organism, designed with neatly drawn lines, straight or circular or elliptical, parallelograms of forms, diagrams with abscissas and ordinates" (Calvino 1985: 97)

→ How does this quotation apply to assessment?

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**Small-group discussion**

Discuss the quotation from Italo Calvino's *Mr Palomar* on models and modelling by considering the following questions:

- Why is the idea of a model attractive in assessment?
- What kinds of models do we have in assessment? (models of language, models of language use, models of learning, etc.)
- What is the relationship between these models and the reality of assessing students' learning?
- Do the models match reality? Give examples from your own experience.
- Why is the issue of modelling particularly relevant in the area of assessment?

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Italo Calvino (1923–85) is one of Italy's most important writers of the 20th century. In his text, *Mr Palomar*, the main character contemplates the universe – naming its parts, figuring out how each part works, seeking to understand it better and better. In this quotation Mr Palomar reflects on models and modelling 'matter' as well as social life. As the story continues from this opening, Mr Palomar realises that 'what really counts (with models) is what happens despite them'; in other words, he erases models and modelling.

After reading the extract from this story, participants are invited to comment on the following questions:

- Why is the idea of a model attractive in assessment?
- What kinds of models do we have in assessment? (models of language, models of language use, models of learning, etc.)
- What is the relationship between these models and the reality of assessing students' learning?
- Do the models match reality? Give examples from your own experience.
- Why is the issue of modelling particularly relevant in the area of assessment?

This discussion sets the scene for a fundamental conundrum in assessment, that is, the tension between traditional and alternative paradigms and how they relate particularly to judging student performance.

*Key ideas/Learning*

**Expanding evidence of language learning**

<i>Interaction/tasks/questions</i>	<i>Supporting resources</i>
<p><b>Small-group discussion</b></p> <p>Participants discuss the quotation from Italo Calvino's <i>Mr Palomar</i> on models and modelling by considering the following questions:</p> <ul style="list-style-type: none"><li>• Why is the idea of a model attractive in assessment?</li><li>• What kinds of models do we have in assessment? (models of language, models of language use, models of learning, etc.)</li><li>• What is the relationship between these models and the reality of assessing students' learning?</li><li>• Do the models match reality? Give examples from your own experience.</li><li>• Why is the issue of modelling particularly relevant in the area of assessment?</li></ul> <p style="text-align: right;">Anticipated time: 10 minutes</p>	<p>PowerPoint slides 13.6 and 13.7</p>

## NOTES

### Section 1: *Expanding evidence of language learning*

**Contrasting paradigms**

Within a traditional paradigm assessment is assumed to be a technical process where judging student performance involves applying pre-specified criteria and standards as rules.

Within an alternative paradigm assessment is seen as an interpretive practice that is fundamentally social and underlain by cultural beliefs and relationships.

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The area of assessment operates within a traditional psychometric paradigm on the one hand, and an alternative, sociocultural paradigm on the other hand.

The paradigm differences are a fundamental consideration because in current times we see simultaneously **both** an increasing shift towards formative assessment for learning (characteristic of the alternative paradigm) and systems emphasising summative assessment of learning and establishing data-driven ways of ensuring accountability (characteristic of traditional paradigm). This can create a tension for teachers who have responsibility **both** for assessment to promote students' learning and for educational accountability in relation to students, parents, and the educational system. The tension is most sharply felt in assessment because it is the area of education that has remained the most resistant to change.

**Shifts in conceptions of knowledge: possible tension**

<ul style="list-style-type: none"> <li>• Knowledge as separate from the knower (disembodied)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge as inextricable from the knower (embodied)</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge as scientific factual, objective, decontextualised, depersonalised and certain</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge as non-scientific allowing for opinions, emotions, beliefs, values and subjectivity</li> </ul>
<ul style="list-style-type: none"> <li>• Knowing as an act of individual consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing as an act of social, cultural, historical and linguistic formation</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge as rule-based and focused on generalisation (universal)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge as experience-based, focused on specificity (the particular)</li> </ul>

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The change can be characterised as a shift in views of knowledge (and therefore what is assessed and judged).

Traditional assessment embraces the left-hand side characterisation of knowledge while alternative assessment embraces the right-hand side characterisation. This distinction also echoes the distinction that Calvino makes between the possibility and impossibility of modelling. The teacher as assessor, concerned about accountability is likely to orient his/her thinking towards the left-hand side; the teacher as teacher/assessor, towards the right-hand side.

These contrasting paradigms provide a necessary context for considering evidence and judgments.



*Key ideas/Learning*

***Expanding evidence of language learning***

<i>Interaction/tasks/questions</i>	<i>Supporting resources</i>
<p><b>Facilitator interactive presentation</b></p> <p>The facilitator gives a presentation, inviting discussion/comments with each slide.</p> <p style="text-align: right;">Anticipated time: 30 minutes</p>	<p>PowerPoint slides 13.8–13.13</p>

## NOTES

Section 1: *Expanding evidence of language learning*

**Expanding evidence – expanding judgments**

James and Brown (2005:8) state that:

... recently, there has been considerable emphasis on performance and bureaucratic models of learning which focus on measurable skills and attainment targets. What is clear, is that the limitations of such perspectives constrain thinking about and divert attention from other valuable forms of learning. Furthermore, their requirements of objective, quantitative measurement techniques for assessment divert attention from considerations of *broader issues such as how to make judgments about process learning, long-term retention of learning, unintended learning outcomes, and self-assessment of learning.*

→ an invitation to expand evidence and expand judgments

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The situation described by James and Brown (2005) about assessment practices in the UK also applies in Australia and elsewhere.

Traditional assessment, understood in languages education as ranging from discrete point and skills testing through to communicative language testing and the use of (frameworks of) standards-oriented assessment, does not give sufficient attention to contemporary sociocultural learning theory.

The tendency in assessment within the traditional paradigm has been to:

1. assess skills and products rather than processes of communicating and thinking about and learning from the act of communicating;
2. assess static episodes rather than long-term dynamic development;
3. focus on looking for features captured in statements of criteria and standards, without also leaving space for seeing what it is that students' work actually reveals (i.e. the unintended, the unexpected, the tacit);
4. emphasise teacher responsibility for judging rather than a shared responsibility between teachers and students for judging.

Evidence in traditional assessment, is considered qualitatively only at the point of marking or grading; once the mark or grade has been assigned, the evidence and its analysis become quantitative. The converse applies to alternative assessment.



## NOTES

### Section 1: *Expanding evidence of language learning*

***They had not realised how much they knew***

At the beginning of Term 2, some students still had not completely finished their books, still needing to finish covers, etc. As a result, I asked those students who had finished to think about what they had learnt in Indonesian in Term 1, to write (if they were aware) of how they learnt those things rather than others, and gave them licence to show-off and write as much Indonesian as they could – words, phrases, sentences – all without using their class books. *I found that this gave me much more information about what students had in fact learnt as a result of our work rather than the original 'assessment' task.*

(Lorraine: teacher of Indonesian at primary level)

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This extract comes from the transcript of an interview with a primary teacher of Indonesian who was working on a classroom-based investigation focused on long-term planning and assessment. The assessment task had involved the students making a book profiling themselves. By providing extensive scaffolding all students had succeeded in accomplishing the task – but in the end the teacher was no longer able to discern actual evidence of learning. This is because in order to really understand each student's learning and progress, she needed to know what the students could do both with and without support. The impromptu task she gives to the students who had completed their work actually yields more evidence of learning than the task that she had set for assessment.



## NOTES

Section 1: *Expanding evidence of language learning*

**They had not realised how much they knew**

I think our kids haven't been asked those sort of out there kinds of questions, it's been what can I read here about ... so I guess what I've been working on then is my questioning technique... how to elicit what I want because sometimes I think they have it, but I'm not asking the right questions to get it out.. I reckon I made every unit that we did in the past, it was a discrete unit of work that anyone could come in and do so it was all really quite supportive and I've taken those supports away...

The added bonus of this rather hurried 'task' has been that, even though I have told students .... how well they are reading and writing Indonesian, this seems to have convinced **them** that they actually know a lot.

(Lorraine: teacher of Indonesian at primary level)

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The point about 'I'm not asking the right question to get it out' is both a reflection on the process of elicitation and a recognition that a focus on tasks and products (such as making a book) does not tap into a whole range of learning (and therefore evidence of learning) that students *are* accomplishing and is often *not* captured in the state and territory education systems' curriculum and assessment frameworks.

**Range and nature of evidence**

- a shift of focus from judging products of learning and skills to gathering a range of different kinds of evidence
- evidence of use of language and understanding the processes involved in communicating
- evidence of learning episodes and learning trajectories

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Lorraine's reflective comments also raise the question of the range and nature of evidence. It is necessary to gather evidence about the many dimensions of language learning and language using, for example, performing/communicating in the target language, understanding how language works, analysing how language choices contribute to making meaning, understanding the processes involved in communicating and, ultimately, evidence that students are developing self-awareness as language users and language learners.

It is also important to consider evidence cumulatively to gain a dynamic, developmental view of students' progress.

**Small-group task**

Examine the transcript of an interaction among students and their teacher in a Year 4 and 5 French class.

How would you characterise the evidence of learning that emerges from this interaction? Then, using Table 1, complete the kind of evidence you would expect to gain from the sources outlined in Table 1.

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The small-group task provides evidence of learning in a transcript of a classroom interaction among Year 5 students. It reveals students figuring things out for themselves across the two languages (French and English). Table 1 provides a map of diverse sources and evidence that can come from them.

Teachers may find it easier to do a running commentary of the interaction that is captured in the transcript. Essentially it shows the students reflecting on particular words and realising, for example, (1) that the same word does not necessarily match the same reality (an Australian sandwich looks different from a French sandwich (2) that there can be a connection among words in the two languages with 'principal' in both languages referencing 'the main' person or dish.

*Key ideas/Learning*

**Expanding evidence of language learning**

<i>Interaction/tasks/questions</i>	<i>Supporting resources</i>
<p><b>Small-group task</b></p> <p>Examine the transcript of an interaction among students and their teacher in a Year 4 and 5 French class.</p> <p>How would you characterise the evidence of learning that emerges from this interaction? Then, using Table1, complete the kind of evidence you would expect to gain from the sources outlined in Table 1.</p> <p style="text-align: right;">Anticipated time: 40 minutes</p>	<p>PowerPoint slide 13.14</p> <p>Handout 1, including Table 1</p>

## NOTES

Section 2: *Reconsidering tools to support making judgments*

**Reconsidering tools for making judgments - 1**

If ... the learning outcomes in which we are interested are dynamic, shifting, and sometimes original or unique, we need a new methodology of assessment, perhaps drawing on ethnographic and peer-review approaches in science, appreciation and connoisseurship in the arts, and advocacy, testimony, and judgment in law.

(James & Brown 2005: 19)

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In the previous section we have observed that the kinds of assessment tasks routinely used in languages education (often referred to as communicative language assessment) do not always tap into diverse kinds of understandings of language and culture that are of interest in language learning. These understandings often come from the distinctive meanings that students themselves bring to language learning, based on their own unique experiences. We have noted that alternative ways of eliciting evidence, both episodically and in the longer term, are ways that resemble research and inquiry more than assessment per se. This means that we now also need to re-examine the tools that are traditionally used to support the process of making judgments.

Note the way that James and Brown (2005) use the words normally associated with art appreciation to describe the approach to judging students' learning. What does this suggest about the process?

**Reconsidering tools for making judgments - 2**

Within traditional approaches judging involved a system of criteria, standards, and rules of aggregation applied to student performances. Within qualitative, sociocultural approaches judging is inherently social, involving an act of interpretation; criteria and standards are understood as constructs that are not formulated and used through definition but through interpretation and sense-making.

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That judging involves a process of interpretation represents a marked shift in thinking. In traditional assessment, criteria and standards are tools created expressly to ensure consistency and 'objectivity' in making judgments of students' performance and learning. It is assumed that criteria and standards are used as if they were rules that can be applied in order to make sound judgments. Sociocultural approaches to judging recognise that the process of judging is an act of interpretation (rather than a process of rule application). Criteria and standards are devices that support the interpretation but they themselves are constructions that are suggestive rather than definitional.

Since both traditional and non-traditional views of judging prevail in current assessment practice, this can be a site of tension – a tension that does not necessarily need to be a problem if teachers can find ways of managing it.



*Key ideas/Learning*

***Reconsidering tools to support making judgments***

<i>Interaction/tasks/questions</i>	<i>Supporting resources</i>
<p><b>Facilitator interactive presentation</b></p> <p>The facilitator gives a presentation inviting discussion/comments with each slide.</p> <p style="text-align: right;">Anticipated time: 40 minutes</p>	<p>PowerPoint slides 13.15–13.22</p>

## NOTES

### Section 2: *Reconsidering tools to support making judgments*

**Definitions**

Sadler (1987) draws a distinction between criteria and standards as follows:

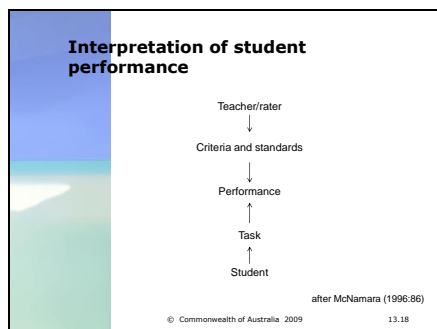
**criterion:** a distinguishing property or characteristic of a thing, by which its quality can be judged or estimated, or by which a decision or classification can be made

**standard:** a definite level of excellence or attainment, or a definite degree of any quality viewed as a prescribed object of endeavour of what is adequate for some purpose, so established by authority, custom or consensus.

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Criteria and standards are the major tools used in the process of judging. It is important to understand the distinction between the two because they address different, though related, aspects of judging; criteria refer primarily to the features of performance while standards refer to the level or quality of performance (how well).

The rubrics that teachers are asked to prepare are often a combination of these. The question of what we see (features) and how well (strongly, robustly, etc.) it is evidenced are important questions. However, practice with busy teachers responding to system requirements often means that they just pull together combinations of criteria and standards to construct rubrics with insufficient time to consider how they are going to be understood by others, how valuable they are going to be in practice, etc. The work of describing criteria should be considered, mindful, and should be undertaken primarily as a dialogue with students that brings them into the conversation about the quality of work they should aim to work towards – *and why*.



Throughout the discussion it is important to highlight that judging student work involves words, and words are always open to interpretation.

Every arrow in this diagram can be seen as a point of interpretation. Taken together, the validity of the judgments depends on the extent to which the interpretations made (that is inferences made) can be justified.



## NOTES

### Section 2: Reconsidering tools to support making judgments

**Thinking critically about criteria and standards**

Consider:

- criteria/standards as 'rules' vs as provisional considerations, open to modification
- criteria/standards set a priori vs criteria as emerging from experience and reflection on actual student performance
- criteria/standards as features, qualities *and* processes

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It is also important to recognise that the descriptions may make particular features salient and omit others. As such, they need to be reviewed critically *and* in using them, there must always be room for criteria that emerge directly from the uniqueness of students' work.

**For receptive tasks (listening and reading)**

Nature and scope of the interaction	Level of complexity/sophistication
<ul style="list-style-type: none"> <li>• understanding of theme/concept from social life in texts, tasks, experiences</li> <li>• recognition of diverse assumptions/perspectives</li> </ul>	
<ul style="list-style-type: none"> <li>• response to different perspectives                             <ul style="list-style-type: none"> <li>noticing</li> <li>explaining</li> <li>connecting</li> <li>applying</li> <li>abstracting</li> </ul> </li> <li>deciding</li> <li>comparing</li> <li>relating</li> <li>valuing</li> <li>questioning/challenging</li> </ul>	
<ul style="list-style-type: none"> <li>• understanding the process of interpretation/understanding themselves as interpreters/ability to reflect                             <ul style="list-style-type: none"> <li>- questioning assumptions (own and others)/conceptions</li> <li>- managing variability (understanding how language use is enmeshed with variable contexts of culture)</li> </ul> </li> </ul>	

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These tables taken from *Teaching and Learning Languages: A Guide* (Scarino & Liddicoat 2009) provide a generalised framework for deriving criteria for particular tasks. This framework seeks to consider criteria for productive and receptive tasks that include processes (as well as products), and episodic as well as long-term learning.

This framework can be used to develop task-specific criteria for judging performance on particular tasks.

**For productive tasks (speaking and writing)**

Nature and scope of the interaction	Level of complexity/sophistication
<ul style="list-style-type: none"> <li>• spoken or written in 'critical moments' (i.e. moments where students' responses matter to their identity)</li> </ul>	
<ul style="list-style-type: none"> <li>• managing the interaction                             <ul style="list-style-type: none"> <li>- giving a personal perspective/personal information</li> <li>- responding to other(s)</li> <li>- openness to the perspectives or expectations of others</li> </ul> </li> <li>noticing</li> <li>deciding</li> <li>explaining</li> <li>connecting</li> <li>relating</li> <li>valuing</li> <li>applying</li> <li>abstracting</li> <li>questioning</li> </ul>	
<ul style="list-style-type: none"> <li>• understanding the process of interpretation/understanding themselves as interpreters/ability to reflect                             <ul style="list-style-type: none"> <li>- interpreting contexts, roles, relationships</li> <li>- managing variability: understanding how language use is enmeshed with variable contexts of culture</li> </ul> </li> </ul>	

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**Within a long-term perspective**

Cumulative questions to be addressed while building up a long-term picture of learning to include the following	Level of complexity/sophistication
<ul style="list-style-type: none"> <li>• What connections can the student draw within and across themes, topics and concepts?</li> </ul>	
<ul style="list-style-type: none"> <li>• What connections can the student draw between his/her responses/comments and those of others?</li> </ul>	
<ul style="list-style-type: none"> <li>• How has the student come up with these connections?</li> </ul>	
<ul style="list-style-type: none"> <li>• Does the student's engagement with these questions and his/her own/others' responses to them provide variable ways of understanding social life-worlds in the language and culture being learned and any other languages and cultures? How?</li> </ul>	

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## NOTES

**Section 2: Reconsidering tools to support making judgments**

**Small-group discussion**

Consider the strengths and weaknesses of the various examples of criteria, standards, and rubrics prepared by teachers. Comment on their relationship with the task (where applicable).

How would you modify the statements of criteria/standards/rubrics?  
 What evidence is captured in these statements?  
 What evidence is not captured?

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These examples come from the regular practice of teachers. They are not considered to be 'best practice' but rather they are simply being made available for discussion, with thanks to the teachers who have provided them.

**Section 3: Problematising judgments**

**Reflecting on making judgments**

Judging as a process of making inferences:

- What do you see?
- What does it tell you?
- How do you see it?
- How do you connect it with other knowledge you have?
- Why do you interpret it the way you do?

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Judging is necessarily a process of making inferences; as such it is always indeterminate and in relation to learning it can never be finalised. We cannot actually 'see' students' learning directly. We can only infer their learning from particular features of their work and interactive feedback and discussions with them.

These questions are intended to ensure that in making judgments teachers constantly adopt a critical, questioning stance and remain open to amend earlier thinking and are ready to justify inferences if called upon to do so.

**The social character of language tests**

At a moment of dramatic intensity in the theatre, the glare of a single spotlight can isolate an individual actor from his or her surroundings. The spotlight focuses the spectator's attention on the psychological state of the character being portrayed. Temporarily at least, the surroundings, including other actors present, are rendered invisible for the audience. Until fairly recently, thinking about language assessment was like this. It focused exclusively on the skills and abilities of the individual being assessed. Educational assessment has traditionally drawn its concepts and procedures primarily from the field of psychology, and more specifically from the branch of psychology known as psychometrics, that is, the measurement of individual cognitive abilities. But what does the bright spotlight of this individualizing perspective exclude? What lies behind, around? Imagine the spotlight going off to be replaced by normal stage lighting: the other actors on the stage are revealed. Now imagine the performance continuing, but the house lights coming up, so that the audience is revealed. Imagine finally the side curtains being pulled back and the stage set removed to expose all the personnel working behind the scenes. The individual performance is now exposed as forming part of a larger collective activity, one which is deliberate, constructed for a particular purpose. It involves the efforts of many others in addition to the individual whose performance is 'in the spotlight.'  
 (McNamara 2000: 67)

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Using the metaphor of the theatre, Tim McNamara raises the question of what we see and don't see in assessment. This is a critically important issue in teachers' efforts to do justice to students' learning.

*Key ideas/Learning*

**Reconsidering tools to support making judgments**

<i>Interaction/tasks/questions</i>	<i>Supporting resources</i>
<p><b>Small-group discussion</b></p> <p>Consider the strengths and limitations of the various examples of criteria, standards, and rubrics prepared by teachers. Comment on their relationship with the task (where applicable).</p> <p>How would you modify the statements of criteria/standards/rubrics?</p> <p>What evidence is captured in these statements?</p> <p>What evidence is not captured?</p> <p style="text-align: right;">Anticipated time: 40 minutes</p>	<p>PowerPoint slide 13.23</p> <p>Handout 2</p>

*Key ideas/Learning*

**Problematizing judgments**

<i>Interaction/tasks/questions</i>	<i>Supporting resources</i>
<p><b>Facilitator interactive presentation</b></p> <p>The facilitator concludes the discussion by asking teachers to reflect critically on their own processes of making judgments.</p> <p style="text-align: right;">Anticipated time: 30 minutes</p>	<p>PowerPoint slides 13.24–13.25</p>

## NOTES

**Possible investigations**

- Record yourself or a colleague in classroom interaction with your students. Analyse the interaction in relation to (a) the way you question students, (b) the way you build on their responses, scaffolding and (c) the way you provide feedback.
- Evaluate the value of an assessment task you have designed (including the criteria for judging performance) *after* your students have completed it and after you have marked it. What does the experience tell you about the evidence of learning that it yielded?
- Record two teachers moderating two or three pieces of students' writing. Analyse their discussion. What do you notice about their use of criteria and the way they talk about evidence?
- Think-aloud is a research process whereby assessors try to give voice to their internal thinking while they are actually marking students' work. Record your own or a colleague's think-aloud while you/he/she marks students' writing. Transcribe the think-aloud. Analyse it. What do you find?

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### **Possible investigations**

- Record yourself or a colleague in classroom interaction with your students. Analyse the interaction in relation to (a) the way you question students, (b) the way you build on their responses, scaffolding and (c) the way you provide feedback.
- Evaluate the value of an assessment task you have designed (including the criteria for judging performance) after your students have completed it and after you have marked it. What does the experience tell you about the evidence of learning that it yielded?
- Record two teachers moderating two or three pieces of students' writing. Analyse their discussion. What do you notice about their use of criteria and the way they talk about evidence?
- Think-aloud is a research process whereby assessors try to give voice to their internal thinking while they are actually marking students' work. Record your own or a colleague's think-aloud while you/he/she marks students' writing. Transcribe the think-aloud. Analyse it. What do you find?

### **References and further reading**

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## **Attachments**

Handout 1 Transcript of discussion between focus group and teacher, considering multiple linguistic/cultural mindsets

Handout 2 Examples

1. Year 5 Japanese - After School Life in Japan
2. Stage 1 Beginners Japanese – Summative Oral Rubric 2009
3. Year 8 Chinese - Survey on siblings, occupations, and families
4. Year 8 Chinese – Replying to a Letter from a New Penpal
5. Middle School - Japanese - Change – Self Introduction
6. Year 10 Chinese – Ebay Advertisement
7. Stage 2 Beginners Spanish – Writing a text in Spanish
8. Year 12 Italian - Reading and Responding
9. Year 7 Indonesian – A Game about Bali
10. Stage 1 – Italian continuers (Year 11) – Made in Italy
11. Year 11 Italian – Response to student’s journal
12. Japanese – Student journal response
13. Year 11 Persian – text analysis



### Transcript of discussion between focus group and teacher, considering multiple linguistic/cultural mindsets

- Teacher: Sometimes things might mean different things to different people. We might be thinking one thing but a French person could be thinking of something else. Can you think of an example?
- Caitlin: Like principal and *principal* or *plat principal*.
- Bec: Plat principal is like the main meal but principal as we think of principal is the 'main' person in a school.  
And like *cantine* and canteen.
- Reece: *Croissant* and *pain chocolat* instead of chocolate croissant, because it's square with chocolate in it. [i.e. not the shape of a crescent]
- Caitlin: They think of principal as a meal... and the other meaning of principal is the main... If you were having... if you were taking in speech or something, the principal of it would be what you were talking about – the main point of it. And so you get the main meal is the plat principal.
- Reece: We think of a sandwich as a square bit of bread with vegemite and a bit of butter...
- Bec: Yeah, vegemite.
- Caitlin: Plain not dressed up.
- Reece: ...and they think of *un sandwich* as a baguette, a bread roll with lots of filling.
- Someone: crème, like cream sauce, not just cream poured on.
- Hannah: We have schnitzel, which is a German word, and they es... esca... escalope (*teacher prompts*).
- Teacher: Why do you think the people in the letter wrote that we don't go to a canteen at our school?
- Hannah: Because we just have a hole in the wall.
- Bec: And they have like a big café with hot meals and salads and stuff...
- Someone: Like a kiosk.
- Bec: ...and you don't have to pay for it.
- Hannah: You have a ticket, or a card you swipe and your parents pay for it at the start of the term.
- Teacher: So what does *la cantine* mean to them?
- Bec/Caitlin: Sort of like a cafeteria.
- Reece: A cafeteria is what *la cantine* means to them.

(Prepared by Catherine Moore)

**Table 1: Sources and nature of evidence**

	<b>Source</b>	<b>Description of possible evidence</b>
Ongoing 'on-the-run'	observation active listening questioning quizzes/informal tests classroom tasks discussion conferencing	
Specially Planned	systematic observation recording (through audio and visual medium) interviewing questionnaires projects tests portfolio	
Student Assessment	self-assessment peer assessment	

## Example 1.

## After School Life in Japan Year 5

### Assessment Task

#### Strand – Understanding Culture

**Key Idea** - Students demonstrate understanding of and respect for the values and practices of diverse groups and recognize the importance of cultural understandings now and in the future.

**Outcome** – 3.6 Identifies and compares how significant cultural practices are expressed across cultures.

**Task** – After researching about after school life in Japan by using tools such as webquests, internet sites and interviewing Japanese high school students, students are asked to imagine that they are on an exchange in Japan. They need to use the knowledge they have gained about after school life in Japan to write a letter home to their family explaining what their life is like in Japan.

They need to explain:

- what activities they do during the day (using the Japanese sentence structure)
- what activities they do after school (using the Japanese sentence structure)
- highlight the main difference between じゅく (juku) and clubs
- their thoughts on school in Australia and Japan and make comparisons.
- how a person's culture and the expectations that society places on them can determine the way things are done.

	<b>A Excellent</b>	<b>B Good</b>	<b>C Satisfactory</b>	<b>D Limited</b>
<b>Understands the difference between じゅく (juku) and clubs and their main purposes.</b>	Explains independently and accurately the differences between じゅく (juku) and clubs and can give a thorough explanation of the purpose of both.	Explains independently and accurately the differences between じゅく (juku) and clubs and can explain the purpose of both.	Explains the main difference between じゅく (juku) and clubs and can give a brief explanation of the purpose of both.	With teacher support can give a brief explanation of the main difference between じゅく (juku) and clubs. With teacher support is able to give a brief explanation of the purpose of both.
<b>Is able to make comparisons between after school life in Australia and Japan.</b>	Independently makes 3 or more comparisons between after school life in Australia and Japan and can give examples to support these comparisons.	Independently makes 2 or more comparisons between after school life in Australia and Japan and can give examples to support these comparisons.	Independently makes 1 or more comparisons between after school life in Australia and Japan and can give an example to support these comparisons.	With teacher support is able to make a brief comparison between after school life in Australia and Japan.
<b>Understands that a person's culture and the expectations that society places on them may determine the way they do things.</b>	Explains independently that people do things differently because of their culture and the expectations that society places on them and can give 2 or more examples of this.	Explains independently that people do things differently because of their culture and the expectations that society places on them and can give 1 or more examples of this.	Explains independently that people do things differently because of their culture or because of the expectations that society places on them and gives a brief example of this.	is unable to give evidence to explain what a person's culture is and how society's expectations determines the way people do things.

(Prepared by Kim Harrop)

Example 2.

**STAGE 1 BEGINNERS JAPANESE**  
**SUMMATIVE 6 ORAL RUBRIC 2009**

<b>Task Type:</b> Oral: Role Play: pair work		<b>Task description:</b> “Yuki is a new student in your class. She speaks very little English so your teacher has asked you to talk to her in Japanese. In the course of the conversation you find out about Yuki’s family and interests.” Write and present or record this role play. Length of task: Maximum 4 minutes			<b>Student name:</b>	
<b>Task Conditions:</b> Supported writing task. Reading from script.					Date: 18 June 09	<b>Mark &amp; grade:</b>
<b>CRITERIA</b>	<b>MARK</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
<b>Pronunciation and fluency</b>		<i>Excellent pronunciation with smooth delivery.</i>	<i>Accurate pronunciation with good delivery.</i>	<i>Occasionally inaccurate pronunciation with reasonable delivery.</i>	<i>Inaccurate pronunciation with awkward delivery</i>	
<b>Coherence of structure</b>		<i>Complete control of language structures with no errors.</i>	<i>Almost complete control of language structures with few errors.</i>	<i>Adequate control of language structures with some errors.</i>	<i>A number of errors in language structures</i>	
<b>Clarity &amp; Fluency</b>		<i>Very clear &amp; fluent. Minor errors of pronunciation or hesitancy.</i>	<i>Mostly clear; occasional hesitation or mispronunciation.</i>	<i>Hesitance or lack of clarity that makes the talk hard to follow in parts.</i>	<i>Difficult to understand most of the talk.</i>	
<b>Accuracy &amp; Range of Vocab; Appropriateness of expression</b>		<i>Very accurate use of words &amp; structures. One or two minor errors. A wide range of words used.</i>	<i>General accuracy and good range of words that do not hinder comprehension.</i>	<i>Errors of structures or inappropriate use tend to start hindering comprehension and meaning.</i>	<i>Vocabulary use limited; structures tend to be incorrect thus hindering comprehension of the topic.</i>	
<b>Grammar and syntax</b>		<i>Very accurate use of grammar, tenses, particles particularly. Manipulates</i>	<i>Mostly accurate. Manipulates language with a good degree of authenticity and accuracy</i>	<i>Uses mostly repetitious and predictable sentence structures</i>	<i>Limited range of grammatical structures.</i>	



		<i>language authentically and accurately.</i>			
<b>Conversational support structures</b>		<i>Able to fluently and effectively ask for repetition and support</i>	<i>Able to effectively ask for repetition and support</i>	<i>Generally able to effectively ask for repetition and support</i>	<i>Limited ability to ask for repetition and support</i>

**Teacher comment:**

.....

(Prepared by Meredith Beck)

Example 3.

八年級

## Survey

*Task:* Use Chinese to design and conduct a survey about siblings and occupations of family members, then graph your results.

*Learning Intentions:*

- To understand language relevant to families and occupations
- To know to ask and respond to questions
- To be able to graph information

*Process:*

*NOTE:* All steps are to be completed **using Chinese**.

- |            |   |
|------------|---|
| Step 1     | Decide what information you wish to collect (eg number of siblings, number of older/younger brothers, parents' occupations etc) |
| Step 2     | How will you collect this information? What question(s) will you need to ask? Write them down.                                  |
| Step 3     | Ask your classmates your question(s) and record their responses.  |
| Step 4     | Prepare your graph(s) to reflect the information you have gathered.   |
| Ext Step 5 | Write a paragraph (in Chinese) describing your results.   |

*Self-Assessment Rubric*

Highlight how you feel you went for each of the elements listed in the table below.

Element					
Ability to ask questions in Chinese	<i>Needed significant help to formulate questions in Chinese</i>	<i>Needed some help to formulate questions in Chinese</i>	<i>Able to independently formulate questions in Chinese with a degree of accuracy</i>	<i>Able to independently and accurately formulate questions in Chinese</i>	<i>Able to independently and accurately formulate questions in Chinese in more than way</i>
Ability to respond to questions in Chinese	<i>Needed significant help to respond to questions in Chinese</i>	<i>Needed some help to respond to questions in Chinese</i>	<i>Able to independently respond to questions in Chinese with a degree of accuracy</i>	<i>Able to independently and accurately respond to questions in Chinese</i>	<i>Able to independently and accurately respond to a variety of questions</i>
Ability to understand responses in Chinese	<i>Needed significant help to understand others' responses in Chinese</i>	<i>Needed some help to understand others' responses in Chinese</i>	<i>Able to independently understand some responses in Chinese</i>	<i>Mostly able to independently understand responses in Chinese</i>	<i>Always able to independently understand responses in Chinese</i>
Ability to record information in graph form using Chinese	<i>Inaccurate and limited use of language for the purpose</i>	<i>Some accurate use of Chinese with limited use of characters</i>	<i>Generally used Chinese accurately including use of some correctly formed characters</i>	<i>Mostly used Chinese accurately including use of correctly formed characters</i>	<i>Always used Chinese accurately including consistent use of correctly formed characters</i>

(Prepared by Stephanie Andrews)

Example 4.

**Year 8 Chinese Assignment**

**REPLYING TO A LETTER FROM A NEW PENPAL**

Read the letter below from your new Chinese penpal. Then write a reply to the letter in Chinese characters. You must use correct Chinese letter writing format in your reply. You must also use the character paper attached. Use of this is explained in more detail below.

Lyn	:																		
我	住	你	好	!	我	叫	美	,	我	是	中	国	人	,					
十	二	岁	,	是	中	学	生	。	你	多	大	了	?						
		我	家	有	爸	爸	,	妈	妈	和	我	。	我	爸					
爸	和	妈	妈	都	工	作	。	你	家	有	几	口	人	?					
		你	去	过	什	么	。	她	办	?	你	喜	欢	什	么				
?	随	回	信	。	请	说	!	祝											
家	人	好	!																
								美											
					二	〇	〇	五	年	七	月	十	日						

*Word List:*

新	xin	new
笔友	biyou	penpal
地方	difang	place
喜欢	xihuan	to like
请	qing	please
回信	huixin	reply my letter
告诉	gaosu	to tell

**Use of Character Squares:**

- One character is written in each square, for example, the word “你好” contains two characters, “你” is written in one square, “好” is written in the next square.
- Also use one whole square for commas, full stops and other punctuation marks.
- You must begin each new paragraph by leaving the first two character squares blank as shown below:

		你	好	吗	?														
--	--	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

CHINESE ASSESSMENT RUBRIC	
Band: Middle Years	Standard: 4
Pathway: 1B	Year: 8

Name of Unit: Communication through letters (Writing) (Understanding Language)
Task: Write a letter of reply to a new Chinese pen pal, using Chinese characters (approx. 100) by handwriting on squared character paper.
Essential Learning Statement: To explore Communication through establishing interaction and exchanging information in Chinese, and to develop an understanding of the writing process and approach writing with growing confidence.
Key Idea: Students write their own texts to share information, opinions and ideas about aspects of personal and group identity. 4.4 Students learn how language can be used for exchanging meaning and for learning, and as the medium through which knowledge and values develop and future possibilities are expressed. 4.5
Outcome: Write personal messages to convey information to others. 4.4 Identify and describe patterns and features of language and compares how meanings are expressed across languages. 4.5

Assessment Criteria	Excellent	Good	Satisfactory	Improvement Needed	Marking Scheme
Adhere to letter format	Greeting, Questioning, Closing etc completed to a high standard	Most aspects of Chinese letter writing format accurately used	Basic grasp of letter writing format in Chinese	Confusion or limited understanding of letter writing format	/4
Write characters accurately	Only one or two errors with all characters legible	A few minor errors with legible characters	Mostly legible and maintains readability	Major character errors which affect readability	/4
Express ideas coherently	A natural flow of opinions and ideas	Ideas are mostly well organized	Basic ideas are expressed clearly	Confusion of ideas with limited organisation	/4
Apply sentence patterns correctly	Creative and accurate use of key sentence patterns	Accurate use of most sentence patterns	Basic sentence patterns used accurately	Limited understanding of key sentence patterns	/4
Depth and relevance of content	High level of response to original text, provides additional information creatively	Responds well to original text and provides detailed information about self and family	Response is largely modeled on original text	Limited detail with minimal response to original texts. Some content may be irrelevant	/4

TOTAL MARKS: /20

Student Comment:

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Teacher Comment:

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(Prepared by Marnie Foster)

Example 5.

**Japanese**

Student's Name: \_\_\_\_\_ Home Class: \_\_\_\_\_

Due Date: \_\_\_\_\_

**Assessment Task:** *Change – Self Introduction*

*“Don't put their business card in your back pocket, is major insult, like you're sitting on their identity.” Mister Baseball*

When introducing yourself in Japanese, you have to change your language and the etiquette you use. Having learnt the appropriate language, it is now your turn to introduce yourself using the business card you created in Japanese for yourself.

Easy steps to success:

- Bow
- Exchange business cards
- Read your partner's business card, be interested in what it says
- Introduce yourself in Japanese
- Straighten up

**Learning Outcomes:**

*Identify and use appropriate language*

*Identify and use appropriate gestures*

*Presentation of business card*

**Criteria for Success:**

	<b><i>Excellent</i></b>	<b><i>Very Good</i></b>	<b><i>Good</i></b>	<b><i>Satisfactory</i></b>	<b><i>Improvement Needed</i></b>
<b><i>Identify and use appropriate language</i></b>	Includes all information in introduction. No grammatical errors.	Includes all information in introduction. 1-2 grammatical errors including pronunciation.	Omits 1 part of information in introduction. More than 2 grammatical errors including pronunciation.	Omits 2 parts of information in introduction. More than 2 grammatical errors including pronunciation.	Omits more than 2 parts of information in introduction. More than 3 grammatical errors including pronunciation.
<b><i>Identify and use appropriate gestures</i></b>	Bows correctly. Business card is facing partner when handed over.	Bows correctly. Business card is not facing partner when handed over.	Forgets to bow. Business card is facing partner when handed over.	Forgets to bow. Business card is not facing partner when handed over.	Forgets to bow. Forgets to hand business card over to partner.
<b><i>Presentation of business card</i></b>	Business card written entirely in Japanese script. No errors. Business card is exceptionally attractive in design and neatness.	Business card written entirely in Japanese script. 1-2 errors. Business card is acceptably attractive in design and neatness.	Business card written entirely in Japanese script. More than 2 errors. Business card is a bit messy in design and neatness.	Business card is partly written in romaji. Up to 2 errors. Business card is a bit messy in design and neatness.	Business card is written entirely in romaji. More than 2 errors. Business card is messy in design and neatness.

**Teacher's Comment:**

(Prepared by Linda Wright)

## Example 6.

<b>10 Language B: Shopping</b> <b>Task: Ebay Advertisement</b> <b>Teacher: Marnie Foster</b>	
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<b>Student</b>		<b>Due Date</b>	<b>Term 2, Week 10, Wednesday</b>
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**Task: Write an ebay advertisement for a product of your choice. May be hand written or typed using Chinese word processing.**

**Length: Approx. 100 汉字**

**Process:**

**Step 1 As a class view Chinese Ebay Website and complete a reading comprehension which includes extracts from the website. Deconstruct Advertisement Text. Identify vocabulary and grammar needed, group construction of text. Plan own advertisement. (Week 8)**

**Step 2 Write draft of own advertisement, submit for feedback (Week 9, Wednesday)**

**Step 4 Finish final advertisement text, submit for assessment (Week 10, Wednesday)**

	<b>Criterion C: Writing – Message and Organisation</b>	<b>Task-specific clarification</b>	<b>Level of Achievement</b>
0	The student does not reach a standard described by any of the descriptors given below.	I did not demonstrate understanding of any aspect of this criterion.	Suggestions for Improvement:
1-2	<ul style="list-style-type: none"> <li>The student's communication of information is <b>incoherent</b>; ideas are <b>generally irrelevant</b> and/or <b>repetitive</b>; opinions are <b>unsupported</b>.</li> <li>The lack of <b>structure</b> contributes to the <b>poor clarity</b> of the message.</li> </ul>	<p>My information on the product was not detailed and information was often irrelevant and repetitive.</p> <p>My Ideas were not clearly organized and it was difficult for the reader to follow the text. Ideas were not linked.</p>	
3-4	<ul style="list-style-type: none"> <li>The student has <b>some difficulty</b> in communicating information; ideas are <b>sometimes irrelevant</b> and/or <b>repetitive</b>; opinions are <b>often unsupported</b>.</li> <li>The student makes an <b>attempt at structuring</b> the work, and uses some <b>basic cohesive devices</b>.</li> </ul>	<p>I provided adequate information on the product for sale. Some information may not have been relevant or was repetitive.</p> <p>My information about the product was mostly organized with some cohesive devices (e.g. 因为) used to link ideas.</p>	
5-6	<ul style="list-style-type: none"> <li>The student communicates information <b>clearly</b>, though there is some <b>difficulty with more-complex ideas</b>.</li> </ul> <p>The student's ideas are <b>relevant but not always supported</b>; opinions are <b>sometimes justified</b>.</p> <ul style="list-style-type: none"> <li>The student structures the work <b>appropriately</b>, which adds to the <b>clarity</b> of the message; there is an <b>appropriate use of cohesive devices</b>.</li> </ul>	<p>I provided detailed information on the product for sale, using some simple persuasive language to encourage people to purchase it.</p> <p>My information about the product was organized in a logical manner.</p> <p>I used some cohesive devices.</p>	



7-8	<ul style="list-style-type: none"> <li>The student communicates information <b>clearly and effectively</b>; both <b>simple and complex ideas are relevant and supported</b>; opinions are <b>justified</b>.</li> <li>The student structures the work <b>clearly and effectively</b>, which adds to the <b>clarity and coherence</b> of the message; there is <b>effective use of cohesive devices</b>.</li> </ul>	<p>I provided detailed information on the product for sale, using a range of persuasive language to encourage people to purchase it.</p> <p>My information about the product was organized in a logical and coherent manner to engage audience attention.</p> <p>Cohesive devices, such as 又...又..., 不但...而且 and 因为...所以 were used to good effect.</p>	
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	Criterion D: Writing – Language	Task-specific clarification	Level of Achievement
0	The student does not reach a standard described by any of the descriptors given below.	I did not demonstrate understanding of any aspect of this criterion.	Suggestions for Improvement:
1-2	<ul style="list-style-type: none"> <li>The student uses a <b>limited range</b> of vocabulary and structures; these may be used <b>inappropriately or incorrectly</b>.</li> <li>Errors <b>interfere frequently</b>.</li> <li>Spelling/writing are <b>inaccurate</b> and <b>interfere</b> with communication.</li> <li>The writing <b>does not reflect a sense of audience</b>.</li> </ul>	<p>I used a limited range of vocabulary and grammar, with adjective sentences often incorrectly using 是.</p> <p>I had frequent errors which impeded communication.</p> <p>My task was written purely as a simple description without a sense of audience and context.</p>	
3-4	<ul style="list-style-type: none"> <li>The student uses a <b>basic range</b> of vocabulary and structures, with <b>occasional mistakes</b>.</li> <li>Errors <b>sometimes interfere</b>.</li> <li>There are <b>occasional mistakes</b> in spelling/writing that sometimes <b>interfere</b> with communication.</li> <li>There is an <b>attempt to use appropriate register</b>, which shows <b>some evidence of a sense of audience</b>.</li> </ul>	<p>I used a basic range of grammar and vocabulary, with adjective sentences mostly limited to 很.</p> <p>There may have been frequent errors and these sometimes affected communication.</p> <p>I showed an awareness of context and audience in the language choices made; however, the appropriateness of these choices varied.</p>	
5-6	<ul style="list-style-type: none"> <li>The student uses a <b>range</b> of vocabulary and structures <b>appropriately</b>; and <b>attempts to use idiom</b> appropriate to the context.</li> <li>Errors <b>rarely interfere</b>.</li> <li>There are <b>occasional mistakes</b> in spelling/writing but these <b>do not interfere</b> with communication.</li> <li>The student shows a <b>sense of audience</b>, though there may be <b>some lapses</b> in using the <b>appropriate register</b>.</li> </ul>	<p>I used a good range of grammar and vocabulary.</p> <p>There may have been minor errors but these rarely affected communication.</p> <p>The language choices I made were appropriate to the context and intended audience; however, there may have been some lapses in this.</p>	

7-8	<ul style="list-style-type: none"> <li>• The student uses a <b>wide range</b> of vocabulary and varied structures <b>appropriately</b>, and <b>uses idiom</b> appropriate to the context.</li> <li>• <b>Errors do not interfere.</b></li> <li>• The student shows a <b>good command</b> of spelling/writing.</li> <li>• The student shows a <b>clear sense of audience</b> by <b>consistently</b> using an <b>appropriate register</b>.</li> </ul>	<p>I used a wide range of grammar which may have included comparisons and did include different ways of using adjectives.</p> <p>There was a high level of accuracy with minor errors that did not affect communication.</p> <p>The language choices I made were appropriate to the context and intended audience of the text.</p>	
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Parent Signature \_\_\_\_\_

Comment / query (optional)

Student Reflection

Following our explorations of Chinese Ebay and completion of this task, reflect on the unit guiding question with a focus on Chinese people’s shopping habits.

**Guiding Question: How has globalization changed what we are willing to buy?**

(Prepared by Marnie Foster)

## Example 7.

**Stage 2 Beginners Spanish**

Assessment Component 3: Producing Texts - Writing a text in Spanish

Perspective: *The personal world*Theme: *Relationships*Topic: *Family life, home and neighbourhood; Friends, recreation and pastimes***Task Description**

Students produce two texts with a total of approximately 300 words in Spanish.

**Task A***Escribe una carta de invitación a un/a amigo/a a tu fiesta de cumpleaños. Menciona algunas de las actividades organizadas para la fiesta. Incluye el lugar, la hora y lo que van a traer. (100 palabras)*

Write a letter of invitation to a friend to your birthday party. Mention some activities that you have planned for the party. Include place, time and what to bring. (100 words)

**Task B***Un día después escribe en tu diario sobre la fiesta, describe los preparativos para la fiesta y como estuvo. Incluye un problema que hayas tenido y el mejor y peor regalo que recibiste. (200 palabras)*

Write a diary entry describing the preparation for the party and how it went. Include one problem you had and the best/worse present you received. (200 words)

Text type: letter of invitation; journal entry

Length: 300 words/600

Assessment weighting: 10%

This task requires students to:

- Express their ideas in Spanish about the prescribed topic
- Use language and structure which are appropriate to the text type
- Use language appropriate to the audience
- Make use of dictionaries and word lists

**Assessment**

Criteria for Judging Performance	Comment
<i>communication strategies</i> <ul style="list-style-type: none"> <li>• How effectively does the student convey information, ideas, and opinions?</li> <li>• To what extent is the student's choice of language appropriate to the context, audience, and purpose?</li> <li>• To what extent does the student use appropriate forms, manner and register (e.g. cultural appropriateness)?</li> </ul>	
<i>construction of language</i> <ul style="list-style-type: none"> <li>• How accurate is the student's use of linguistic elements?</li> <li>• How extensive is the student's range of language?</li> </ul>	
<i>Coherence</i> <ul style="list-style-type: none"> <li>• How effectively does the student organise his or her ideas?</li> <li>• How effectively does the student structure and sequence information and ideas and format the writing (e.g. paragraphing, linking devices, punctuation, text type)?</li> </ul>	
<i>relevance and depth</i> <ul style="list-style-type: none"> <li>• How relevant is the student's response to the chosen topic?</li> <li>• To what extent does the student demonstrate relevance and depth of ideas, information, and opinions?</li> </ul>	

(Prepared by Mayra Franco)

Example 8.

### Year 12 – Italian Reading and Responding

Read the two texts and answer the questions that follow in complete English sentences, unless specified otherwise.

#### Text A

Letter to Clarissa

Source: *Volare* 3+4, p.81

#### Lessico

<i>manifestare</i>	to manifest/carry out/show
<i>esprimere</i>	to express
<i>sentimenti</i>	feelings

#### Text A Analysis Questions (7 marks)

##### 1. Content

- a. What is Benito's problem? (1)
- b. Why does Benito always find an excuse to walk away? (1)
- c. Why aren't his friends helpful? (1)

##### 2. Critical Literacy

- a. Who is the intended audience of this text? (i.e. Who is Clarissa and what is Benito's relationship with her?) Justify your answer with reference to the text. (2)
- b. What is the purpose of this text? (1)
- c. What is the tone of this text? (1)

**Text B**

**Zits cartoon**

by  
Jerry Scott and Jim Borgman

**Text B Analysis Questions (9 marks)**

3. *Content*
  - a. What is the situation presented in the text? (1)
  - b. How are the first two characters feeling? (1)
  - c. What assumption does the father make about young people? (1)
  
4. *Critical Literacy*
  - a. Who is the real intended audience of this text? Justify your answer with reference to the text. (1)
  - b. What is the purpose of this text? (1)
  - c. What is the tone of this text? (1)
  
5. *Comparative Analysis*
  - a. How are Texts A and B similar? (1)
  - b. How are the two texts different? (2)

**Writing in Italian (9 marks)** (Remember to consider genre requirements!)

6. You are the positive side of the little voice in Jeremy's (the boy in Text B) head. Give him 3 pieces of advice IN ITALIAN based on his questions. (Use the *imperative*.) (3)
  
7. Pretend you are Clarissa and write a short response to Benito (the boy from Text A) IN ITALIAN stating some recommended courses of action. (Use the *imperative* as appropriate.) (6)

(Prepared by Angela Benedetti)

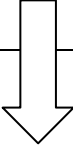

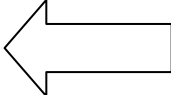
Example 9.

## Year 7 Indonesian Assessment Task

<b>Task No:</b> 2	<b>Weighting:</b> 20%
<b>Date Due:</b>	<b>Mode:</b> Moving Between Cultures

Design a board game or a computer game based on a tourist holidaying on one of Indonesia’s islands. The aim of the board game should be for the tourist to reach a particular destination after having learnt about the religion, arts and geography of the island and experienced a variety of intercultural encounters. These encounters may be positive (in which the tourist can progress towards his/her destination) or negative (in which the tourist has to miss a turn or go backwards).

### A Game about BALI

<p>1</p> <p>→ MULAI</p>	<p>2</p> <p><b>You take a taxi to your hotel. The driver asks “mau ke mana?” What is this in English?</b></p> <p><b>Don’t know? Go back to ‘Mulai.’</b></p>	<p>3</p> <p><b>ARTS</b></p> <p>Pick up an Arts question.</p>	<p>4</p> <p><b>On your way to the hotel, you are asked if you want to go to a silver shop. Politely refuse and maju one space.</b></p> 
<p>8</p>  <p><b>You have forgotten your Indonesian &amp; can’t read the map. Go back tiga spaces and ask directions.</b></p>	<p>7</p> <p><b>You are in Bali for Nyepi – Silence Day. You have to remain in your hotel all day and NOT speak.</b></p> <p>Miss a turn.</p>	<p>6</p> <p><b>In Indonesian, ask the person on your right directions to your hotel. You must ask using the correct term of address. Remember, be polite. If you are correct, have another turn.</b></p>	<p>5.</p> 

## Steps for Indonesian Game

- Choose one of the following Indonesian islands:

<ul style="list-style-type: none"> <li>• Bali</li> <li>• Java</li> <li>• Kalimantan</li> <li>• Lombok</li> </ul>	<ul style="list-style-type: none"> <li>• Sulawesi</li> <li>• Sumatra</li> <li>• Irian Jaya</li> <li>• Maluku</li> </ul>
--	---

- Research information on the island you have chosen from each of the following categories:
- **Religion**
  - **The Arts (e.g. music, craft, dance, art, theatre)**
  - **Geography**
- Present a minimum of FIVE facts for each of the above categories in your game. Make sure that you provide answers for the questions.
- Look over your class notes about appropriate ways to behave and speak in Indonesia in different situations. Use these in your game.
- Research your 5 facts for each category using at least TWO different types of sources (eg. a book and a video OR a web site and a journal article). You MUST reference your information in a bibliography

A penalty of 30% per day will be given if the task is submitted late.

### CRITERIA - The following outcomes will be assessed

- Demonstrates a relevant knowledge of facts about the chosen island.
- Demonstrates intercultural understanding by using a range of Indonesian speech acts
- Provides information that is culturally appropriate
- Conveys information in own words
- Researches and presents information in an accurate and creative manner.
- References information accurately

<ul style="list-style-type: none"> <li>• Demonstrates excellent and in depth knowledge of each aspect. Information is relevant, accurate, culturally appropriate, and conveyed in own words.</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Demonstrates good knowledge of each aspect, information is fairly relevant, culturally appropriate and mostly written in own words OR may cover two categories in detail and one superficially.</li> </ul>	8-9
<ul style="list-style-type: none"> <li>• Demonstrates satisfactory knowledge of each aspect. Some information is relevant and culturally appropriate. Some information may not written in own words OR may cover one category in detail and two superficially.</li> </ul>	5-7
<ul style="list-style-type: none"> <li>• Demonstrates inadequate knowledge of most or all aspects. Information may need to be conveyed more in own words. May not be culturally appropriate.</li> </ul>	1-4
<ul style="list-style-type: none"> <li>• Demonstrates intercultural understanding by using a range of appropriate Indonesian 'speech acts'</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Demonstrates intercultural understanding by using some appropriate Indonesian 'speech acts'</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates an intercultural awareness by using few appropriate Indonesian 'speech acts'</li> </ul>	1-2
<ul style="list-style-type: none"> <li>• Assignment is presented in a creative and authentic manner</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Assignment is well presented</li> </ul>	3
<ul style="list-style-type: none"> <li>• Some attention has been put into the presentation of the assignment</li> </ul>	2
<ul style="list-style-type: none"> <li>• Limited attention made to the presentation of the assignment</li> </ul>	1
<ul style="list-style-type: none"> <li>• Not in the form of a game</li> </ul>	0

• References information accurately from two different types of sources	<b>3</b>
• References information from two sources but not according to the correct format	<b>2</b>
<b><i>OR</i></b> only uses one source and references it accurately	
• Only uses one source but does not reference it accurately	<b>1</b>
• No bibliography	<b>0</b>

(Prepared by Melissa Gould-Drakeley)



Example 10.

## Stage 1 Italian Continuers

### Assessment Component 4: Investigative Task

**Theme:** The Changing World

**Topic:** Trade and Tourism

<b>Focus: <i>Made in Italy</i></b>
------------------------------------

Prepare for this task through the study of at least **3** different texts and related research.

You are to research information about the label *Made in Italy* and the influence of Italian design around the world.

You are then to produce a spoken (2 minutes) report in Italian, and a written article in English (250 words).

**Response in Italian: (2 minutes)**

*Choose one important and well-known Italian company and give a 2-3 minutes talk in Italian to a group of Australian importers in which you describe the company's product, history, location(s), size, popularity in Italy, and its importance to Italy's income.*

**Response in English: (250 words)**

*Write an **article** in English for the magazine 'Italy Down Under' in which you give some information about the company, including its products, its exports, its national image and its world image.*

*Make suggestions about how an Australian company would benefit by setting up an importing program based on these Italian products.*

The response in English will be presented as continuous text.

Evidence of your preparatory work may contain:
--

- |  |
|--|
| <ul style="list-style-type: none"><li>- a list of words/phrases/expressions</li><li>- notes in the your own words</li><li>- a plan and cue cards for the spoken report</li><li>- a bibliography.</li></ul> |
|--|

**Criteria for Judging Performance:**

Students' performance in the Investigative Task will be judged by the extent to which they demonstrate:
---

- |   |
|---|
| <ul style="list-style-type: none"><li>• relevance of response (<i>purpose of the task, knowledge and understanding of the texts</i>)</li><li>• depth of response (<i>variety of detail, degree of analysis</i>)</li><li>• evidence of preparation (<i>connection between notes, drafts, and reference materials</i>)</li><li>• evidence of reflection (<i>degree of personal perspective and independence in response</i>)</li><li>• skills in commenting on features of culture (<i>making comparisons</i>)</li><li>• accuracy and appropriateness of expression (<i>vocabulary, sentence structures, grammar</i>)</li></ul> |
|---|

**INVESTIGATIVE TASK - ORAL****ASSESSMENT SHEET 2**

Student \_\_\_\_\_ Topic \_\_\_\_\_

**Theme:** The Changing World    **Topic:** Trade and Tourism    **Subtopic:** *Made in Italy***ORAL TASK:**

Students research information about the label *Made in Italy* and the influence of Italian design around the world.

Students then choose one important and well-known Italian company and give a talk in Italian to a group of Australian importers in which they describe the company's location(s), size, popularity in Italy, products and its importance to Italy's income.

Length: 3 – 4 minutes

TIME \_\_\_\_\_

**CRITERIA FOR JUDGING PERFORMANCE**

Students' performance will be judged by the extent to which they demonstrate:

<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>▪ <b>relevance of response</b> (<i>purpose of the task, knowledge and understanding of the texts</i>)</li> <li>▪ <b>depth of the response</b> (<i>variety of detail, degree of analysis</i>)</li> </ul>	<p style="text-align: center;">Low                      Satisfactory                      High</p> <p style="text-align: center;">0      1      2      3      4      5</p>
<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>▪ <b>accuracy and appropriateness of expression</b> (<i>vocabulary, sentence structures, grammar</i>)</li> </ul>	<p style="text-align: center;">Low                      Satisfactory                      High</p> <p style="text-align: center;">0      1      2      3      4      5</p>
<p><b>PROCESS</b></p> <ul style="list-style-type: none"> <li>▪ <b>evidence of preparation</b> (<i>connection between notes, drafts, and reference materials</i>)</li> <li>▪ <b>evidence of reflection</b> (<i>degree of personal perspective and independence in response</i>)</li> </ul>	<p style="text-align: center;">Low                      Satisfactory                      High</p> <p style="text-align: center;">0      1      2      3      4      5</p>
<p><b>ANALYSIS</b></p> <ul style="list-style-type: none"> <li>▪ <b>skills in commenting on features of language</b> (<i>explaining the use of language</i>)</li> <li>▪ <b>skills in commenting on features of culture</b> (<i>making comparisons</i>)</li> </ul>	<p style="text-align: center;">Low                      Satisfactory                      High</p> <p style="text-align: center;">0      1      2      3      4      5</p>

**COMMENTS**

(Prepared by a teacher of Italian)

### Learning task 13

2. In your opinion what did you find surprising about la mensa menu?

1. I like some of the foods on the menu such as frutta fresca, pane, dessert, hot meals, pizza and patate because some are healthy but some ~~aren't~~ are not really so I like to keep myself balanced. I haven't really tasted much of these foods so I would like to try most of these foods. ✓



Which foods would you like to try?

How do you eat a balanced meal?

I would like to try pasta, risotto, ravioli.

## Mangiamo a scuola

Use the PMI table below to reflect upon what you noticed about Italian primary school students' lunchtime eating routines.

P-Più	M-Meno	I-Interessante
<ul style="list-style-type: none"> <li>• mi piace that most of the il cibo are healthy. ✓</li> <li>• mi piace eating frutta fresca ✓</li> <li>• mi piace to eat patate because il sapore è buono. ✓</li> </ul> 	<ul style="list-style-type: none"> <li>• non mi piace eating too much il cibo. ✓</li> <li>• non mi piace la Verdura cruda. ✓</li> </ul> 	<ul style="list-style-type: none"> <li>• A mio avviso that the children in Italian primary school don't bring their own lunch.</li> <li>• Secondo me kids go to the caffè to eat lunch.</li> </ul> <p>just choose 1 phrase to start your sentence</p>

Why do you like eating healthy foods?

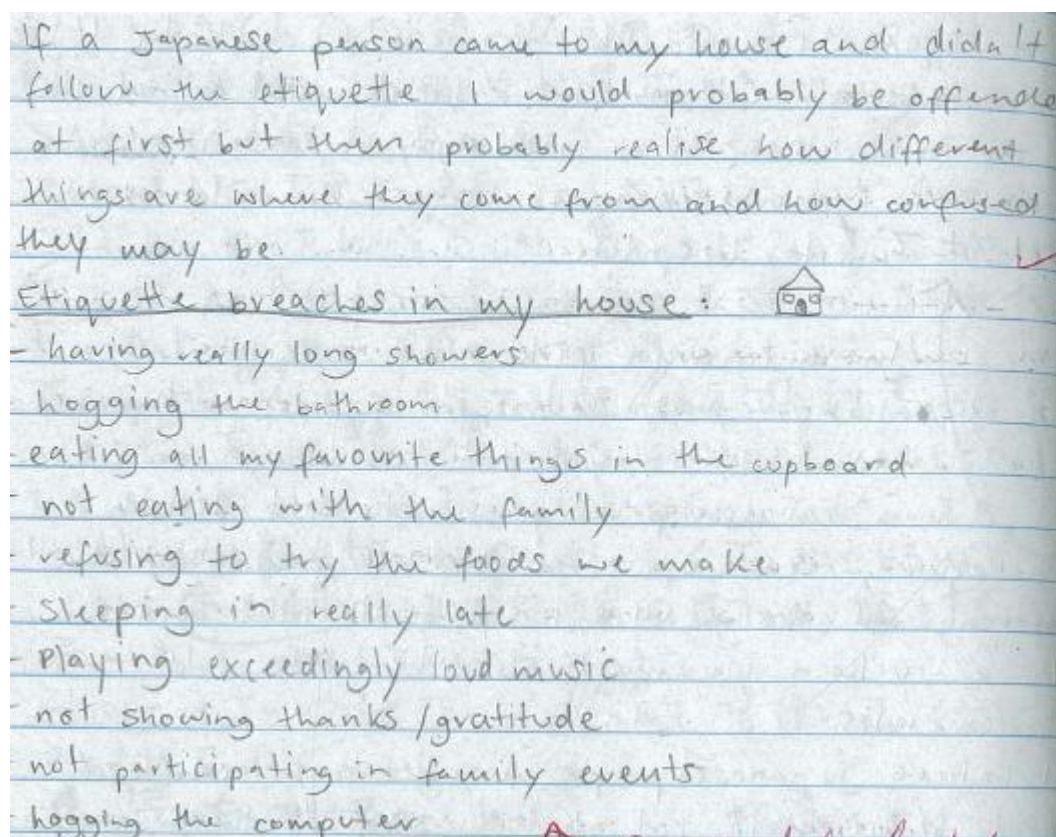
Because eating healthy food makes you stronger.

(Prepared by Dina Staffiero)


Example 12.

Teacher setting Journal question that makes students connect the learning content directly to their own experience- their own most intimate culture- that of their home and family (assessment as learning)

Journal entry-



If a Japanese person came to my house and didn't follow the etiquette I would probably be offended at first but then probably realise how different things are where they come from and how confused they may be.

Etiquette breaches in my house: 

- having really long showers
- hogging the bathroom
- eating all my favourite things in the cupboard
- not eating with the family
- refusing to try the foods we make
- sleeping in really late
- playing exceedingly loud music
- not showing thanks/gratitude
- not participating in family events
- hogging the computer

## Example 13

**SUMMATIVE ASSESSMENT TASK OVERVIEW**

<b>LANGUAGE: Persian</b>	<b>LEVEL: Stage 1 SEM: 1</b>	
SUMMATIVE ASSESSMENT: Text analysis	LO:	%:20
STUDENT'S NAME:	DATE:	
<p><i>Task description:</i></p> <p>Read the poem carefully and</p> <ol style="list-style-type: none"> <li>1. Answer the questions in English</li> <li>2. Write an essay in which you express the significance of the poem, e.g. the meaning and the moral of the poem, how it is relevant to today's life, and how it is related to world peace. Include your personal opinion about the poem.</li> </ol>		
<p><i>Criteria for assessment:</i></p> <ul style="list-style-type: none"> <li>• Capacity to understand general and specific details of texts (by selecting information)</li> <li>• Capacity to select and use relevant information (by synthesising information)</li> <li>• Capacity to convey accurate information (by summarising the main points)</li> <li>• Skills in presenting their arguments by commenting on keywords and supporting ideas</li> <li>• Skills in adapting text types and commenting on features of language</li> <li>• Relevance to the task (addressing cues, issues, ideas, information), depth of treatment, maturity of thought)</li> <li>• Organisation of information, paragraphing, punctuation</li> <li>• Accuracy and appropriateness of expression (vocabulary, sentence structures, and grammar)</li> <li>• Coherence in structure and sequence of response (fluency) and adherence to the features of the text type.</li> </ul>		
<p><i>Conditions:</i></p> <ul style="list-style-type: none"> <li>• To be completed in the class in 65 minutes (including 5 minutes reading time)</li> <li>• Respond to Part A questions in English (total length about 150 words)</li> <li>• Part B, 250-word essay in Persian</li> </ul>		

## Year 11 Summative task: text analysis

This task is designed to assess students' understanding and appreciation of the timelessness of Persian poetry. It makes them aware of the significance of Persian literature and its relation to Persian culture. It also helps them to value the message presented in the poem, which is about relationships, caring for each other and moving towards a harmonious and peaceful environment. It aims to challenge students' perceptions and connect their learning experience to their real life and their surroundings.

**RATIONALE:** Persian literature and the significance of poetry is one of the prescribed themes and topics in the syllabus.

Poetry has played an important role in the life of Persians throughout the past 1500 years. While it has been impossible for many to express themselves freely in areas such as politics and religion, using poetry to convey messages has been acceptable. Therefore poetry has become not only the language of the elite and intellectuals but also a very popular vehicle for ordinary people to communicate, express ideas and feelings as well as enjoying the unique rhythm and sound of poetry.

Saadi (in **Persian:** سعدی) (1184–1280) is one of the major **Persian poets** of the medieval period. He is recognised not only for the quality of his writing, but also for his universal and deep understanding of social issues.

The following is in one of Saadi's poems which is used to grace the entrance to the Hall of Nations of the **UN** building in **New York**. It is chosen for the attached assessment.

*Human beings are members of a whole,  
In creation of one essence and soul.  
If one member is afflicted with pain,  
Other members uneasy will remain.  
If you have no sympathy for human pain,  
The name of human you cannot retain.*

Another version

*The sons of Adam are limbs of each other,  
Having been created of one essence.*

*When the calamity of time affects one limb  
The other limbs cannot remain at rest.*

*If thou hast no sympathy for the troubles of others  
Thou art unworthy to be called by the name of a human.*

بنی آدم اعضاء يك پيكرند  
در آفرینش ز يك گوهرند  
که

دگر  
نشاید  
چو عضوی به درد آورد روزگار  
عضوها را نماند قرار  
تو که از محنت دیگران بیغمی  
که نامت دهند آدمی

**Students participate in a range of activities which lead to the completion of the summative assessment task. These activities include:**

Brainstorming the significance of Persian poetry and its impact on people and culture.

Class discussion about key figures in Persian literature, in particular Saadi.

Listen to the poem read to the whole class.

Answer questions that follow.

Produce a piece of writing based on the information obtained.

**Task:**

Text analysis: Respond to the above poem by Saadi. The task includes two parts.

- A. Responding to questions from the poem
- B. Producing a piece of writing.

Students are judged based on the following criteria. The covering assessment sheet is also attached.

**Criteria for assessment**

- Capacity to understand general and specific details of texts (by selecting information)
- Capacity to select and use relevant information (by synthesising information)
- Capacity to convey accurate information (by summarising the main points)
- Skills in presenting their arguments by commenting on keywords and supporting ideas
- Skills in adapting text types and commenting on features of language
- Relevance to the task (addressing cues, issues, ideas, information), depth of treatment, maturity of thought)
- Organisation of information, paragraphing, punctuation
- Accuracy and appropriateness of expression (vocabulary, sentence structures, and grammar)
- Coherence in structure and sequence of response (fluency) and adherence to the features of the text type.



## A

**Use information obtained from the class activities and the content of the poem to answer the following questions.**

1. How many verses are in the poem? What is the rhyme in the poem?
2. What is the dominant tense in the poem and why?
3. What do you think about poetry in general and Persian poetry in particular? Give your reason(s).
4. How easy or difficult is this poem to understand? Justify your answer.
5. How does the poet describe the relationship between human beings (what is the moral of the poem)?
6. What do you believe is the impact of Persian poetry in society? Explain your answer.
7. Considering the poem is written more than 800 ago, do you believe it is still relevant in today's society? Why?
8. Discuss this statement: 'This poem is universal'.

## B

### Written Task

You have entered a competition and have been asked to write an essay about world peace.

Use this poem as a base for writing your essay.

Refer to the significance, the meaning, and the moral of the poem, how it is relevant to today's life, and how it is related to world peace.

(250 words in Persian)

(Prepared by Shahla Pakrou)