Samples of great assessment tasks – and why we love them!

At our syllabus implementation workshops in 2018-2019, your feedback indicated you wanted more information on assessment tasks, specifically samples of tasks which:

* focus on authentic communication
* assess the new outcomes, especially the ones which can be a bit trickier to assess
* combine 2 or more macros skills.

Authentic communication has a purpose, and context and audience, and you will notice all of these tasks have these 3 elements.

The assessment tasks which follow were developed by teachers – they were submitted as post-tasks at our programming workshops, and we think they shine! We hope you recognise one of yours. Whilst we have matched these tasks to Stage 5 outcomes, you could adapt many of these tasks to make them suitable for Stage 4.

# Task 1 – exchange to [target country]

You are applying for a [language] student exchange program.
Part A
Fill out the application form in [language].
Part B
You have been matched with your host in [country].
Role-play the first phone/video call between yourself and him/her.
Assessing communicating outcomes 1C, 2C.
For scripted languages, the understanding outcomes are 5U, which is applies pronunciation and intonation patterns, 6U, which is demonstrates understanding of key aspects of writing conventions, 7U, which is applies features of grammatical structures and sentence patterns to convey information and ideas, and finally, 8U which is identifies variations in linguistic and structural features of texts, particularly as the text type of a form is very different to the text type of a conversation. 
For non-scripted languages, the outcomes are 5U, 6U and 7U.

## Why we love this task

These are highly authentic products for the context. Part B allows students to explore what they would want to be able to say and ask, with support from you in learning suitable phrases for that context. A range of outcomes is being assessed and students are writing and speaking.

# Task 2 – planning your festival itinerary

## You will be given real advertising materials and information for a festival that takes place in that country. Use materials to plan out your itinerary in imagined text messages to your group of friends. In your text messages, include: • where you are going • where to meet • how you will get there • In your text messages, negotiate: • what you will do at each time slot in the day • what time you will have your meals • what you will bring to eat. Assessing communicating outcome 3C because students are evaluating and responding to specific information in a specific context. For scripted languages, the understanding outcomes are 6U, understanding of key aspects of writing conventions, 7U, applying features of grammatical structures and sentence patterns to convey information and ideas, 8U, identifying variations in linguistic and structural features of texts, and finally, 9U, explaining and reflecting on the interrelationship between language, culture and identity. For non-scripted languages, the outcomes are 6U, 7U and 8U.

## Why we love this task

We think students will be really motivated by this one because you are using a real event and authentic support material instead of a made-up one. If it is an annual event, you should be able to find real social media snippets of people enjoying the festival in previous years. This is a much more interesting take on the topic of daily routine. How often do we realistically talk about our everyday routine? We do, however, talk about what **time to do things** when we are planning a social event like this. This task assesses 3C, as students are taking the information they have read and are using it to create a text message conversation with friends. Please note, the fact that we are the ones providing students with the stimulus material, allows us to accurately check that they have used/interpreted the information correctly.

# Task 3 – film festival

# Read the reviews of all the films at the film festival. Text message your friend to discuss and decide which film you will go to watch. Assessing communicating outcome 3C. Just like in the previous one, students are evaluating and responding to specific information, in this case they are reading/watching film reviews, and using that information to communicate with friends). For scripted languages, the understanding outcomes are 5U, 6U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 5U, 6U, 7U and 8U.

## Why we love this task

What’s not to love about film? You can actually include watching a film in the language – what better way is there to hear such sustained communication in the target language (other than flying the class to the country!). This is a topic students are sure to love, and the product is highly authentic. This is how they communicate nowadays. It’s also an opportunity to research the language of text messages in the target country. We can find many authentic resources online for this one!

# Task 4 – food vlogger

# You are on a holiday. Create a vlog showcasing popular street food and eating etiquette there. Add subtitles to appeal to a wider audience. Assessing communicating outcome 4C, because students are experimenting with linguistic patterns and structures to compose a text. For scripted languages, the understanding outcomes are 5U, 6U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 5U, 6U, 7U and 8U.

## Why we love this task

Two words – food, travel! That’s all that needs to be said. YouTube is a way to make income nowadays and street food is experiencing a surge in popularity all around the globe. You will find a wealth of authentic videos on YouTube of people talking about and eating food, from which you can extract real language to teach students how people speak today. This unit presents a good opportunity to embed learning across the curriculum content of ‘work and enterprise’. You can switch languages around with this one too. If you want this to be all about speaking, students can present in the target language and subtitle in English, and you can assess 5U. If you want to focus on writing skills, they can present in English and subtitle in the target language, and you can assess 6U in non-scripted languages. As you can see, it’s a very versatile task.

# Task 5 – travel agent

# You have landed a job in a travel agency. This morning when you came to work there was a phone message from a new client. Listen to the details of what they are looking for in a holiday for their group and assemble an itinerary that meets their needs, interests and budget. Include: • types of terrain, season and climate • method of travel • accommodation and activities • advice on how to be polite in that country. Assessing communicating outcome 3C, because students are evaluating and responding to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences. For scripted languages, the understanding outcomes are 6U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 6U, 7U and 8U.

## Why we love this task

This task presents the perfect opportunity for differentiation. Teachers can easily provide different stimulus texts that will appropriately challenge the different levels of learners. To target those with prior learning and background speakers, the ‘client’ could provide more detailed requests using increasingly sophisticated language, such as special interest holidays such as eco-tourism or traveling with a cause. Because the context pitches the task to be created in the language, it gives students the freedom of choosing anywhere in the world to research and present to their clients.

# Task 6 – welcome to our home

# You are going to host an exchange student. To help prepare them and make them feel welcome, prepare a video to show them where they will be staying. Include footage of and talk about: • the people / pets living in your house • each room • the exchange student’s bedroom • 5 rules that apply to different rooms of the house. Assessing communicating outcome 4C, because students are experimenting with linguistic patterns and structures to compose a text. For scripted languages, the understanding outcomes are 5U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 5U, 6U, 7U and 8U.

## Why we love this task

In order to choose which rules to include, students research daily home life in the target country and discuss what might be different for the exchange student in their home. Some common examples might be times to eat, wake up, sleep, etiquette at the table, chores, public/private spaces, and so on. It provides the opportunity to deeply reflect on customs and practices in their own homes, and to develop their understanding of the role that family culture and identity plays in our own lives and how it shapes the way we view the world.

Students can be given the choice of filming their own home or using Creative Commons images from the internet.

# Task 7 – love our town

# A bus load of students is coming to our town. What are the really interesting places they can see here and how can they get there without a car? Video a tutorial to share with the students: • encouraging them to visit three of your favourite places/activities • explaining why you think they would like the places/activities • showing how to get there using public transport/on foot. Assessing communicating outcome 4C – composing text. For scripted languages, the understanding outcomes are 5U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 5U, 6U, 7U and 8U.

## Why we love this task

This one is one of our absolute favourites. It engenders love of local community, fostering positive relationships between people and their place, while exploring the traditional topic of directions. Although tasks pitched at travel can sometimes seem out of reach to some students, this context is local, making it inclusive. We often have students describe places, but this one is encouraging students to visit certain places, and so the use of persuasive language can be brought in, which is much more useful in authentic communication.

An alternative context, purpose and audience could be your local council is running a competition to make a digital brochure, promoting your town to tourists. Then you would not be assessing 5U, but would be assessing 6U if you teach scripted languages.

# Task 8 – come out with me!

# Use the internet to find where your favourite band or sporting team is playing, or where an exhibition is on. Plan your day to attend the event. Record your conversation in which you invite your friend to come with you. In your conversation, include: • why you like this band, team or exhibition • where you are going • how you will get there. In your conversation, negotiate: • what you will wear • where to meet • where and what you will eat. Assessing communicating outcome 1C, using language to interact (in this case to make plans and negotiate). For scripted languages, the understanding outcomes are 5U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 5U, 6U, 7U and 8U.

# Why we love this task

This is an interesting inquiry-based task, where students can discuss their favourite bands, teams or exhibition. They can use the internet to find out where they are really playing in the target country. This research would also activate outcome 2C, as they would need to understand key information from what they read. It will also activate 3C, as they are taking the information they have read and using it in creating a text – ‘the conversation with a friend’. Please note: We aren’t assessing 3C because to do so teachers would need to have knowledge of the content in the texts students read, and checking if students have accurately used that information. While teachers could request students include the URLs of the source materials they accessed to get their information, the time needed to read all the material to check students have used the information correctly would not be feasible. If teachers wish to assess 3C, to make the task more manageable and valid, teachers would need to provide the source texts to the students. In this way teachers can be sure of the information and will be able to assess students’ demonstration of understanding.

# Task 9 – raising our guide dog puppy

# Our faculty is raising a puppy who will become a guide dog. We want to raise as much money as we can for the cause. To promote what we are doing to a wider audience, let’s collaborate on a bilingual webpage. • Submit at least 3 photos to our website. • Caption the photos to describe our puppy’s favourite activities and character. • Explain what we are training the puppy to do to support the new owner. • Encourage people to donate. Assessing communicating outcome 4C – composing text. For scripted languages, the understanding outcomes are 6U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 6U, 7U and 8U.

# Why we love this task

The faculty is actually raising a guide dog! Talk about real life stimulus and motivation for students. Not to mention all the learning across the curriculum content that can be drawn into this unit – civics and citizenship, difference and diversity, ethical understanding, information and communication technology capability and personal and social capability.

# Task 10 – welcome to our school

# Students will be visiting our school and they are very excited to experience what school life is like in Australia, but they are nervous because they don’t know what to expect. They have sent an email describing their school day and with many questions about ours. Summarise the key points of their school day to present at our school assembly. Create a multimedia welcome package to send to our visitors, addressing all of their questions in the email. The email should include: • a bilingual map of the school • a list of school rules and emergency procedures • video footage and narration of what students do at break times • welcome messages from students and staff subtitled in [Language]. Assessing communicating outcome 2C, which is identifying and interpreting information in a range of texts and 3C, which is evaluating and responding to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences. For scripted languages, the understanding outcomes are 5U, 6U, 7U, 8U and 9U. For non-scripted languages, the outcomes are 5U, 6U, 7U and 8U.

## Why we love this task

If you really host students from other countries – how practical is this task! Products from this task could be used on your school’s website and social media accounts to promote the school, show how welcoming it is and make languages visible! This task goes deeper than learning the names of subjects and instead dives into true purposeful language learning. We can explore differences that might make others feel nervous or uncomfortable, and how to make people feel welcome and valued.