 Stage 4 Italian – assessment task

*Mangiamo!* – Let’s eat!

Outcomes

A student

* **LIT4-1C** uses Italian to interact with others to exchange information, ideas and opinions, and make plans
* **LIT4-3C** organises and responds to information and ideas in texts for different audiences
* **LIT4-5U** applies Italian pronunciation and intonation patterns
* **LIT4-6U** applies features of Italian grammatical structures and sentence patterns to convey information and ideas.

All outcomes referred to in this unit come from [Italian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/italian-k-10-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

Assessment of learning task

Second or additional language learners

In groups of 3-4, imagine you are planning a night in with friends and want to order pizzas. Using an Italian menu provided to you, discuss what to order with your group and why. Place your order. Film or present the interaction in a role play.

In your role play, you will be required to:

* express and negotiate preferences, for example, what you don’t like and the pizza and drink that you like/want to order
* order enough pizzas and drinks for the group, based on the menu provided, taking into consideration your friends’ preferences
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Students with a background in Italian

In pairs, imagine you run a YouTube channel reviewing restaurants. Using an Italian menu provided to you, film your review of the pizzeria, recounting what you ate, what you enjoyed and didn’t enjoy. Rate the pizzeria. (Note: If you only have one background speaker in the class, the student can complete the task with you, or with a family member.)

In your review, you will be required to:

* talk about the food and drinks you consumed, and what you liked and didn’t like, based on the menu provided
* give an opinion about the restaurant, with a rating
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Please note: A [sample digital version](https://spark.adobe.com/page/YfGxENmc9k1Bg/) of this task (for both learner groups) is also available.

Marking guidelines for second or additional language learners – version A

| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| --- | --- | --- | --- | --- | --- |
| **LIT4-1C** Interacts with others to exchange information, ideas and opinions, and make plans | Effectively and authentically interacts with others through a well-structured and engaging role play, including accurate and detailed information on:   * preferences * what to order. | Effectively interacts with others through a well-structured role play, including detailed information on:   * preferences * what to order. | Interacts with others through a structured role play, including information on:   * preferences * what to order. | Interacts with others, including some relevant information on:   * preferences * what to order. | Attempts to interact with others applying limited information on:   * preferences * what to order. |
| **LIT4-3C** Organises and responds to information and ideas in texts for different audiences | Applies an extensive range of information from the menu to respond accurately and effectively in relation to:   * what to order based on choices available * what to order based on preferences * how much to order. | Applies a thorough range of information from the menu to respond effectively, with minimal errors, in relation to:   * what to order based on choices available * what to order based on preferences * how much to order. | Applies a sound range of information from the menu to respond effectively, with some errors, in relation to:   * what to order based on choices available * what to order based on preferences * how much to order. | Applies some information from the menu to form a basic response, with frequent errors, in relation to some of the following:   * what to order based on choices available * what to order based on preferences * how much to order. | Attempts to apply some information from the menu. Attempts to form a limited response in relation to some of the following:   * what to order based on choices available * what to order based on preferences * how much to order. |
| **LIT4-5U** Applies Italian pronunciation and intonation patterns | Communicates ideas and information effectively and fluently with authentic intonation and pronunciation. | Communicates ideas and information effectively and fluently with clear intonation and pronunciation with minimal errors. | Communicates ideas and information with some degree of fluency, clear intonation and pronunciation with some errors. | Communicates ideas and information with errors in intonation and pronunciation that may hinder comprehension. | Attempts to communicate ideas and information with basic level of intonation and pronunciation that hinder communication. |
| **LIT4-6U** Applies features of Italian grammatical structures and sentence patterns to convey information and ideas | Applies a broad range of language structures accurately including all of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Applies a range of language structures with minimal errors including all of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Applies learned language structures with some errors including most of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Applies learned structures with frequent errors and includes some of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Attempts to apply learned structures with inaccuracies, which hinder communication. Reverts to English on many occasions. |

General feedback:

Marking guidelines for second or additional language learners – version B

| Criteria | Grade |
| --- | --- |
| Effectively and authentically interacts with others through a well-structured and engaging role play, including accurate and detailed information on:   * preferences * what to order.   Applies an extensive range of information from the menu to respond accurately and effectively in relation to:   * what to order based on choices available * what to order based on preferences * how much to order.   Communicates ideas and information effectively and fluently with authentic intonation and pronunciation.  Applies a broad range of language structures accurately including all of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **A** |
| Effectively interacts with others through a well-structured role play, including detailed information on:   * preferences * what to order.   Applies a thorough range of information from the menu to respond effectively, with minimal errors, in relation to:   * what to order based on choices available * what to order based on preferences * how much to order.   Communicates ideas and information effectively and fluently with clear intonation and pronunciation with minimal errors.  Applies a range of language structures with minimal errors including all of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **B** |
| Interacts with others through a structured role play, including information on:   * preferences * what to order.   Applies a sound range of information from the menu to respond effectively, with some errors, in relation to:   * what to order based on choices available * what to order based on preferences * how much to order.   Communicates ideas and information with some degree of fluency, clear intonation and pronunciation with some errors.  Applies learned language structures with some errors, including most of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **C** |
| Interacts with others, including some relevant information on:   * preferences * what to order.   Applies some information from the menu to form a basic response, with frequent errors, in relation to some of the following:   * what to order based on choices available * what to order based on preferences * how much to order.   Communicates ideas and information with errors in intonation and pronunciation that may hinder comprehension.  Applies learned structures with frequent errors and includes some of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **D** |
| Attempts to interact with others applying limited information on:   * preferences * what to order.   Attempts to apply some information from the menu. Attempts to form a limited response in relation to some of the following:   * what to order based on choices available * what to order based on preferences * how much to order.   Attempts to communicate ideas and information with basic level of intonation and pronunciation that hinder communication.  Attempts to apply learned structures with inaccuracies, which hinder communication. Reverts to English on many occasions. | **E** |

General feedback:

Marking guidelines for students with a background in Italian – version A

| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| --- | --- | --- | --- | --- | --- |
| **LIT4-1C** Interacts with others to exchange information, ideas and opinions, and make plans | Effectively and authentically interacts with others through a well-structured and engaging review, including accurate and detailed information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall. | Effectively interacts with others through a well-structured review, including detailed information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall. | Interacts with others through a structured review, including information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall. | Interacts with others through a review, including some information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall. | Attempts to interact with others applying limited relevant information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall. |
| **LIT4-3C** Organises and responds to information and ideas in texts for different audiences | Identifies and applies an extensive range of information from the menu to create an accurate, effective and engaging review, including:   * information extracted from the menu * understanding of detailed information on the menu * ability to make conclusions for the review based on the menu. | Identifies and applies a thorough range of information from the menu to create an effective review with minimal errors, including:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu. | Identifies and applies a sound range of information from the menu to create a review, with some errors, including:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu. | Identifies and applies some information from the menu to create a basic review, with frequent errors, including some of the following:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu. | Attempts to create a review including limited information on:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu. |
| **LIT4-5U** Applies Italian pronunciation and intonation patterns | Communicates ideas and information effectively and fluently with authentic intonation and pronunciation. | Communicates ideas and information effectively with clear intonation and pronunciation with minimal errors. | Communicates ideas and information with clear intonation and pronunciation with some errors. | Communicates ideas and information with errors in intonation and pronunciation that may hinder comprehension. | Attempts to communicate ideas and information with basic level of intonation and pronunciation that hinder communication. |
| **LIT4-6U** Applies features of Italian grammatical structures and sentence patterns to convey information and ideas | Applies a broad range of language structures accurately, including all of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Applies a range of language structures with minimal errors, including all of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Applies learned language structures with some errors, including most of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Applies learned structures with frequent errors and includes some of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | Attempts to apply learned structures with inaccuracies, which hinder communication. Reverts to English on many occasions. |

General feedback:

Marking guidelines for students with a background in Italian – version B

| Criteria | Grade |
| --- | --- |
| Effectively and authentically interacts with others through a well-structured and engaging review, including accurate and detailed information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall.   Identifies and applies an extensive range of information from the menu to create an accurate, effective and engaging review, including:   * information extracted from the menu * understanding of detailed information on the menu * ability to make conclusions for the review based on the menu.   Communicates ideas and information effectively and fluently with authentic intonation and pronunciation.  Applies a broad range of language structures accurately, including all of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **A** |
| Effectively interacts with others through a well-structured review, including detailed information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall.   Identifies and applies a thorough range of information from the menu to create an effective review with minimal errors, including:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu.   Communicates ideas and information effectively and fluently with clear intonation and pronunciation with minimal errors.  Applies a range of language structures with minimal errors, including all of the following :   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **B** |
| Interacts with others through a well-structured review, including information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall.   Identifies and applies a sound range of information from the menu to create a review, with some errors, including:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu.   Communicates ideas and information with clear intonation and pronunciation with some errors.  Applies learned language structures with some errors, including most of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **C** |
| Interacts with others through a review, including some information on:   * what is on the menu * what they think about the menu, for example enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall.   Identifies and applies some information from the menu to create a basic review, with frequent errors, including some of the following:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu.   Communicates ideas and information with errors in intonation and pronunciation that may hinder comprehension.  Applies learned structures with frequent errors and includes some of the following:   * verb conjugations (*io* and *tu* forms) * use of *ti/mi piace/piacciono* * use of adverbs such as *molto* and *troppo* * use of and agreement of adjectives * correct gender and articles (*l’, il, lo, la, i, gli, le, un, una, uno, un’*). | **D** |
| Attempts to interact with others applying limited relevant information on:   * what is on the menu * what they think about the menu, for example, enough/not enough choices * what they liked/did not like about what they consumed * prices * rating overall.   Attempts to create a review including limited information on:   * information extracted from the menu * understanding of information on the menu * ability to make conclusions for the review based on the menu.   Attempts to communicate ideas and information with basic level of intonation and pronunciation that hinder communication.  Attempts to apply learned structures with inaccuracies, which hinder communication. Reverts to English on many occasions. | **E** |

General feedback: