

Student portfolio cover sheet

To be completed by teacher providing portfolio for moderation and attached to the cover of the portfolio

Learning area/Subject: Indonesian

Year Level: R 1 2 3 4 5 6 7 8 9 10

No. of work samples in portfolio: 1 2 3 4 5 6 7 8

Student number / name: Lexi

Work sample #	No. of pages in sample	Title of assessment task/work sample
1	4	Di Kota Saya
2	3	Permainan Tradisional
3		
4		
5		
6		
7		
8		

Adapted from ACARA Work Samples Project material

Student work sample cover sheet

To be completed by teacher providing portfolio for moderation and attached to each work sample

Title of assessment task	Di Kota Saya
Year level(s)	Band 3-4 (Year 4 Student who is in her third year of learning Indonesian)

Links to the Australian Curriculum

Achievement standard

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of *au* (for example, *mau*) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*). Students follow instructions (such as *Duduklah* or *Bukalah bukumu*), make requests and respond with actions. They respond to questions such as *Di mana? Kapan? Apakah?*, by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language.

Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as *buku*, *pensil*, *kursi*), home (such as *rumah*, *kamar*, *mobil*) and some interests (such as *suka main komputer*, *berenang*, *naik sepeda*) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns. Students state preferences using *Saya [tidak] suka...*, and use adjectives, including adjectives of size and colour (for example, *besar*, *merah*, *tinggi*, *lucu*), following the noun. They create subject-focus sentences, and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan*. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as 'footy' or *becak*. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.

Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak*, *Ibu/Bu*). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

Background information

- This whole-class assessment task was presented after 6 weeks of the students being exposed to the unit of work.
- The class is a multi-level class with students ranging from Year 4 to Year 7.
- All of the students speak English as their first language and do not have significant learning difficulties.
- The class teacher supervised the students while they did the task. When the students had a question the teacher couldn't answer, she emailed me and passed on the information. The students also sought clarification during our online sessions.

Student work sample cover sheet (p.2)

Task description

Year 3- 5 Mapping Task

The assessment task for this group of students is to make a map of their town or local community. The purpose of this task is to think about where things are in the town/ community as well as to think about the Indonesian label for the key places. It is preferable for the students to draw their own town map/ grid but if need be then a basic grid could be given. I've not been able to locate a good resource for this yet but the idea of a map on the 'Crayola Neighbourhood Map' could be adapted.

- The students were able to use their Indonesian books to reference known vocabulary.
- The students were allowed to use other sources of information to find the Indonesian equivalent of words unknown and/ or encouraged to write it in English and the Indonesian word would be supplied when it was marked.
- The students could collaborate on the task however they had to present their own piece of work.
- The students were given 2 weeks to complete the task. Originally it was planned for them to submit a draft however time constraints prevented that from happening, particularly since the work would have to be mailed as the school is not in close proximity to OAC.
- In order to cater for student needs, a choice was given of making a brochure or a poster of their town.
- For the purposes of this task, the students were required to present their information in a hand written format although they were allowed to source information and/ or pictures from electronic sources.
- The student's work was returned with written feedback. General oral feedback was also given to the class during their next online session.

Resources – See attached in the folder

"Di kota saya" – written assessment task

TASK

Using the vocabulary that we have been studying about people and places, create a brochure to advertise your town.

PLANNING:

1. Look at the examples of brochures of towns.
2. Make list of the features/attractions of your town
3. Write out a draft of the Indonesian sentences you will use in your brochure. Remember we have learnt how to say what is in your town, the size of your town and the location in relation to other places. Use only the language you have been taught. If you wish to add extra information that you do not know the Indonesian language for, you are welcome to write this in English.
4. Submit a draft for marking before you start the final version.
5. Present your work in hard copy form – no computer technology for this task. Decide on a layout, where your pictures and text will go.

Here is a checklist to use before submitting your work for assessment:

DESCRIPTOR	Yes	Mostly	No
Indonesian language has been used for this task			
I have written about my town			
I have followed the correct grammatical pattern/word order			
I have used "adalah" correctly			
Words are spelled correctly			
I have used pictures to help describe my town			
I have submitted a draft of my work			
I have completed the task!			

DI KOTA SAYA ASSESSMENT TASK

Please find below the details of this term's assessment task at the various levels. As reports need to be completed soon, the final copy of the assessment task will need to be received here by the end of Week 7 (or earlier depending on your school's reporting timeline). I will mark the students' work using that information in conjunction with the assessment task for Term One and notes that I record during online sessions to determine the students' given grade. I'm happy to give feedback on a draft copy if that works for you and your students.

Year 6/7 Brochure Task

For some ideas on what a brochure looks like and you don't have any physical hard copies (local, any Australian town or an Indonesian town), you could refer to the following websites. They are not 'strictly' brochures but give some ideas on content e.g. places of interest, size, locality, population etc.

Wonderful Indonesia – Indonesia's Official Tourism Website

<http://www.indonesia.travel>

Cruises P&O Australia and Indonesia

<http://www.pocruises.com.au/FindACruise/Pages/CruiseProfile.aspx?CruiseCode=E633&tab=1>

Year 3- 5 Mapping Task

The assessment task for this group of students is to make a map of their town or local community. The purpose of this task is to think about where things are in the town/ community as well as to think about the Indonesian label for the key places. It is preferable for the students to draw their own town map/ grid but if need be then a basic grid could be given. I've not been able to locate a good resource for this yet but the idea of a map on the 'Crayola Neighbourhood Map' could be adapted.

Reception to Year 2 Task

The assessment task for this group of students is to make a poster of their town or local community. The purpose of this task is to think about what places are in the town/ community as well as to think about the Indonesian label for the key places.

For any students who have difficulty spelling or writing in general, it would be appreciated if teachers could please record (write) the Indonesian label that the child states orally.

Labels

- The students can use the labels focussed on so far this term.
- It is preferable if the students use their memory and don't refer to the word list, particularly for the following places (although it is understood that they may want to know labels for those places unique to their community and/or want to know how to spell the words correctly):
Rumah saya, rumah teman, kantor polisi, kantor pos, rumah sakit, gereja, lapangan, pantai, toko.

“Di kota saya” – written assessment task

TASK

Using the vocabulary that we have been studying about people and places, create a brochure to advertise your town.

PLANNING:

1. Look at the examples of brochures of towns.
2. Make list of the features/attractions of your town
3. Write out a draft of the Indonesian sentences you will use in your brochure. Remember we have learnt how to say what is in your town, the size of your town and the location in relation to other places. Use only the language you have been taught. If you wish to add extra information that you do not know the Indonesian language for, you are welcome to write this in English.
4. Submit a draft for marking before you start the final version.
5. Present your work in hard copy form – no computer technology for this task. Decide on a layout, where your pictures and text will go.

Here is a checklist to use before submitting your work for assessment:

DESCRIPTOR	Yes	Mostly	No
Indonesian language has been used for this task			
I have written about my town			
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I have used “adalah” correctly			
Words are spelled correctly			
I have used pictures to help describe my town			
I have submitted a draft of my work			
I have completed the task!			

Map of Southend

Klub ✓

lapangan
tenis ✓

laporan
informasi ✓

Watson St.

Wonderful work ! You have
extended yourself well and put
a great deal of effort into this task!



Lullies ✓

Attraksi, Southend:

- Jetty - dermaga ✓
- Pantai ✓
- toko ✓
- Rumah ✓
- Kantor pos ✓
- Rumah teman ✓
- lapangan ✓
- Jalan ✓
- Gellwood Tankar ✓
- Klub ✓
- papan berjalan ✓
- willichum awas ✓
- Papan Informasi ✓
- Caravan Park ✓
- WC ✓
- Many more ✓
- Many more :)

Southend! S.A.

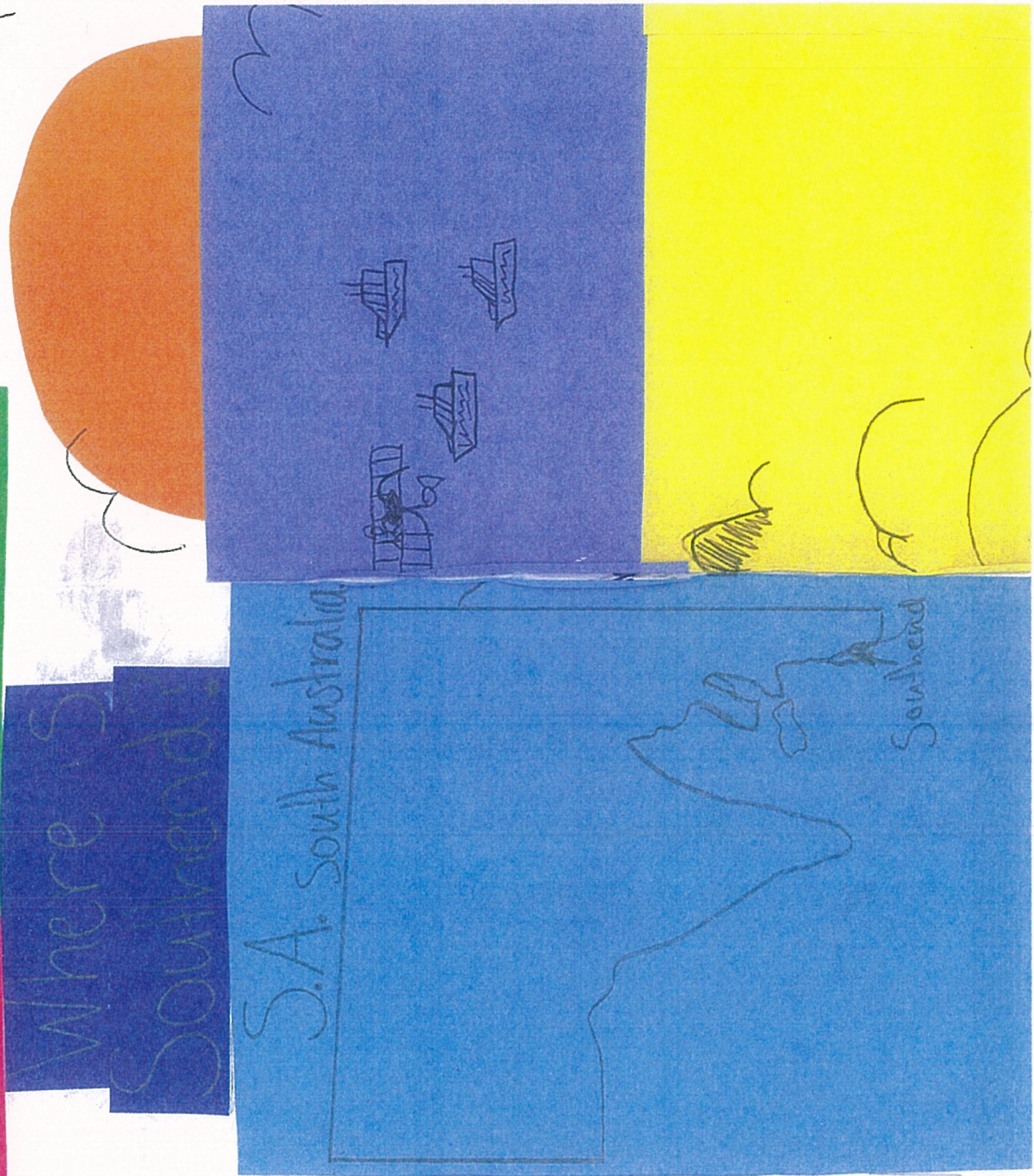
Southend is a ^{desa kecil} desa on the edge of Australia in the Lime Stone Coast, S.A..

The desa is inbetween

Millicent (which is also a desa) dan Beachport. (Which is also a desa.) Southend doesn't have a Sekolah. It does have a Kantor pos, ^{trako kecil} kecil toko and a ^{toka buah pulang} kecil take-away toko. There is a dermaga and lots of ^{banyak pantai} pantai's.

Southend has a awas dan a bush walk. The desa has many many more atraksi. ✓

BY



Student work sample cover sheet

To be completed by teacher providing portfolio for moderation and attached to each work sample

Title of assessment task	Permainan Tradisional
Year level(s)	Band 3-4 (Year 4 Student who is in her third year of learning Indonesian)

Links to the Australian Curriculum

Achievement standard

Achievement standard

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of *au* (for example, *mau*) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*). Students follow instructions (such as *Duduklah* or *Bukalah bukumu*), make requests and respond with actions. They respond to questions such as *Di mana? Kapan? Apakah?*, by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language.

Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as *buku*, *pencil*, *kursi*), home (such as *rumah*, *kamar*, *mobil*) and some interests (such as *suka main komputer*, *berenang*, *naik sepeda*) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with *belas* and *puluh*, and create plurals by doubling nouns. Students state preferences using *Saya [tidak] suka...*, and use adjectives, including adjectives of size and colour (for example, *besar*, *merah*, *tinggi*, *lucu*), following the noun. They create subject-focus sentences, and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan*. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as 'footy' or *becak*. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.

Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak*, *Ibu/Bu*). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

Background information

- This whole-class assessment task was presented after 5 weeks of the students being exposed to the unit of work.
- The class is a multi-level class with students ranging from Year 4 to Year 7.
- All of the students speak English as their first language and do not have significant learning difficulties.
- The class teacher supervised the students while they did the task. When the students had a question the teacher couldn't answer, she emailed me and passed on the information. The students also sought clarification during our online sessions.

Student work sample cover sheet (p.2)

Task description

- The students were able to use their Indonesian books to reference known vocabulary.
- The students were allowed to use other sources of information to find the Indonesian equivalent of words unknown and/ or encouraged to write it in English and the Indonesian word would be supplied when it was marked.
- The students could collaborate on the task however they had to present their own piece of work.
- The students were given 2 weeks to complete the task. Originally it was planned for them to submit a draft however time constraints prevented that from happening, particularly since the work would have to be mailed as the school is not in close proximity to OAC.
- In order to cater for student needs, they were encouraged to research any traditional Indonesian game they were interested in. A list of games was also presented for those students requiring some guidance.
- The students were encouraged to present their work in their preferred presentation format.

Resources

- See attached 'Permainan Tradisional Research task sheet which was given to the students
- See attached 'Permainan Tradisional Research task marking rubric which was given to the students when the assessment task was announced so that they could self-monitor their work and effort. A marked rubric was returned to the student along with their work with written feedback. General oral feedback was also given to the class during their next online session.

Permainan tradisional

Research task

1. Choose a traditional Indonesian game.

Choose from the list below or find one of your own.

2. Research the game to find out about:

- The history of the game – where did it originate/has the game changed.
- The rules and how to play the game.
- The game today – who plays it/ where is it played.



3. Present your findings

You can choose to present in any of the following ways. If you have another way you would like to present your work negotiate this with your Indonesian teacher.

- Booklet
- Poster
- Powerpoint/ Presi/ keynote

Some Traditional Indonesian Games

- | | |
|-----------------|-----------------|
| ➤ Congklak | ➤ Layang-layang |
| ➤ Bekel | ➤ Sepak Takraw |
| ➤ Egrang | ➤ Bentengan |
| ➤ Gangsing | ➤ Sondah |
| ➤ Panjat Pinang | ➤ Sepak rago |
| ➤ Lompat tali | |

Semut, Orang, Gajah

How to Play:

Face your partner with your hand in front of you in a fist. Then, count to three together, open your hand and make one of the three hand signs. If both of you make the same sign, start again. ✓



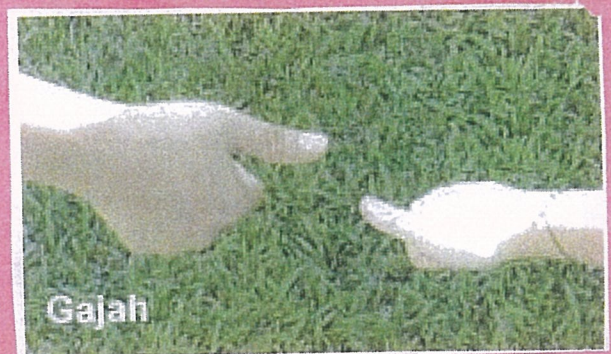
Who Wins:

The *semut* wins over the *gajah* because the *semut* can crawl in the *gajah*'s ear and tickle him to drive him crazy. ✓



The *orang* wins over the *semut* because the *orang* can stomp on the *mut* and squash it. ✓

The *gajah* wins over the *orang* because the *orang* can get trampled by the *jah*. ✓



mut = ant ✓

Orang = person ✓

Gajah = elephant ✓

Bagus sekali! It seems like you understand the rules of this game well now. You can play it anytime you want to work out who will go first! ☺



'Permainan Tradisional'

Research Task Marking Rubric



Student Name _____

	Partial	Satisfactory	Good	Excellent
Indonesian Language	Indonesian words are often misspelt and incorrect word order has been used.	Most Indonesian words are spelt correctly and word order is generally correct.	Minor mistakes in spelling Indonesian words and in word order.	All Indonesian words are spelt correctly and correct word order has been used.
Game History	No information on the history of the game.	Limited information on the history of the game.	Some detailed information on the history of the game.	Quite detailed information on the history of the game.
Game Rules	No information on rules.	Limited or confused information on rules.	Rules listed and are fairly easy to follow.	All rules are listed in an easy to read and easy to follow format.
Game Today	No information on how the game is played now.	Some information given on how the game is played now.	Quite a few facts given on how the game is played now.	Detailed information and reasons for changes to the game.
Presentation	Work presentation is untidy or hard to read.	Work is generally neat and fairly easy to follow.	Work is presented neatly and easy to read.	Work presented is outstanding.
Images match the content	No pictures or the pictures rarely match the content.	Pictures mostly match the content or have few details.	Pictures match the content.	All the pictures are detailed adding to the interest and/or information about the game.
Text	All text copied directly from another source.	Some text written in own words, most copied.	Most text written in own words.	All text written in own words.