

Student portfolio cover sheet

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

Learning area/Subject: Spanish

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: Jaxson

Work sample #	No. of pages in sample	Title of assessment task/work sample
1	3	Hay un rectángulo azul
2	3	¿Dónde está la familia?
3	9	Libro de mi casa
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	'Hay un rectángulo azul' Create class visual text by shape and colour.
Year level(s)	1

Links to the Australian Curriculum

Achievement standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r* *g/j*, *c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta'. Students identify differences and similarities between their own and others' languages and cultures.

Content strands

Communicating Socialising Creating	Understanding	
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General capabilities and cross-curriculum priorities

General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	

Background information

- R-2 band
- Students have learnt colours, shapes and been exposed to modelled structures including 'hay un(a)...
- Students have practiced noun + adjective (shape + colour) in class activities.
- The teacher gives an example to begin.

Student work sample cover sheet

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- Students have practiced noun + adjective (shape + colour) in class activities.
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Task description

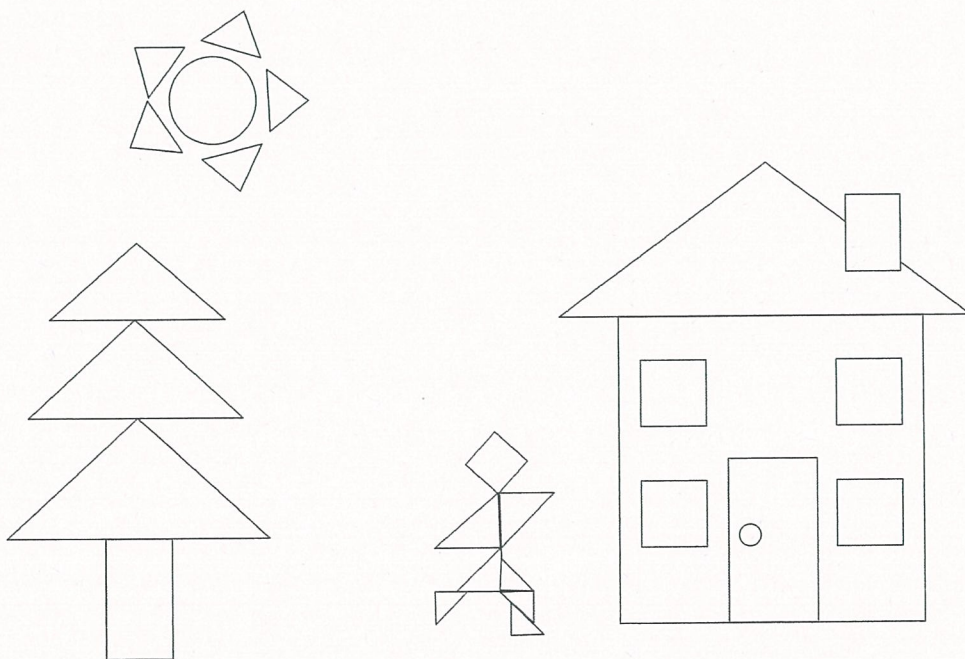
- The activity takes 30-60mins depending on the number of students i.e. 30mins for 10 students.
- Students are seated with the task sheet and coloured pencils.
- Students are presented with a black and white picture made of 4 shapes.
- Students take in turns choosing a colour and shape to create a sentence verbally for the class using the following model:
Hay un(a) noun + adjective.
e.g. Hay un círculo azul.
- Class respond by colouring what they hear.

Resources

Marking sheet

Name _____			
Word order (noun + adj.)	sí	no	
Sentence formation (Hay un__)	sí	no	
Pronunciation	accurate	mostly clear	unclear
Vocabulary (shape/colour)	Spanish	Spanish/English	English

Task Sheet



Name _____

Word order (noun + adj.)

sí

no



Sentence formation (Hay un__)

sí

no

Pronunciation

accurate

mostly clear

unclear

Vocabulary (shape/colour)

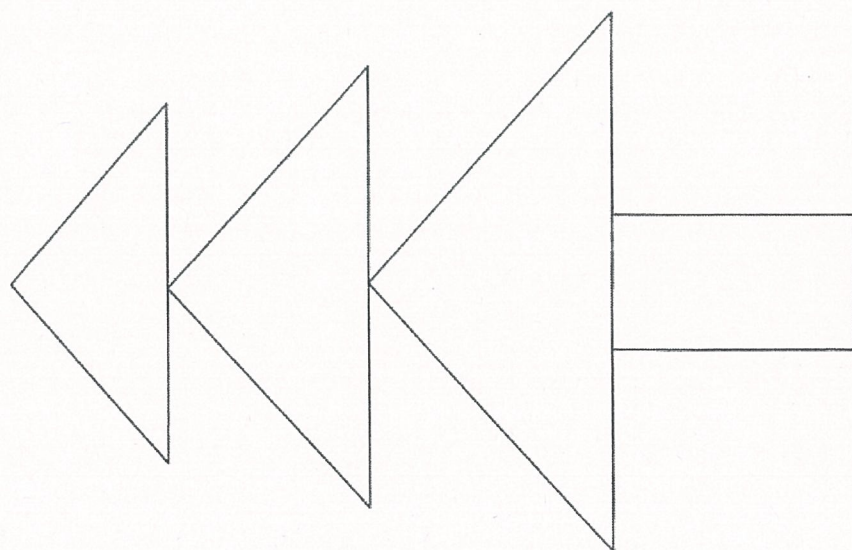
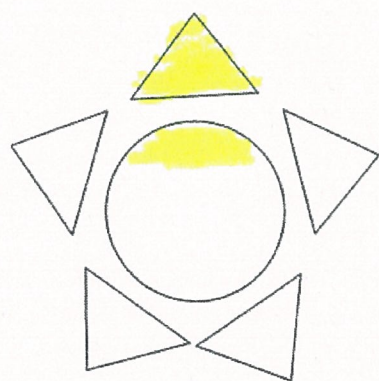
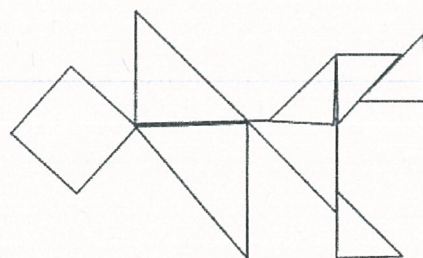
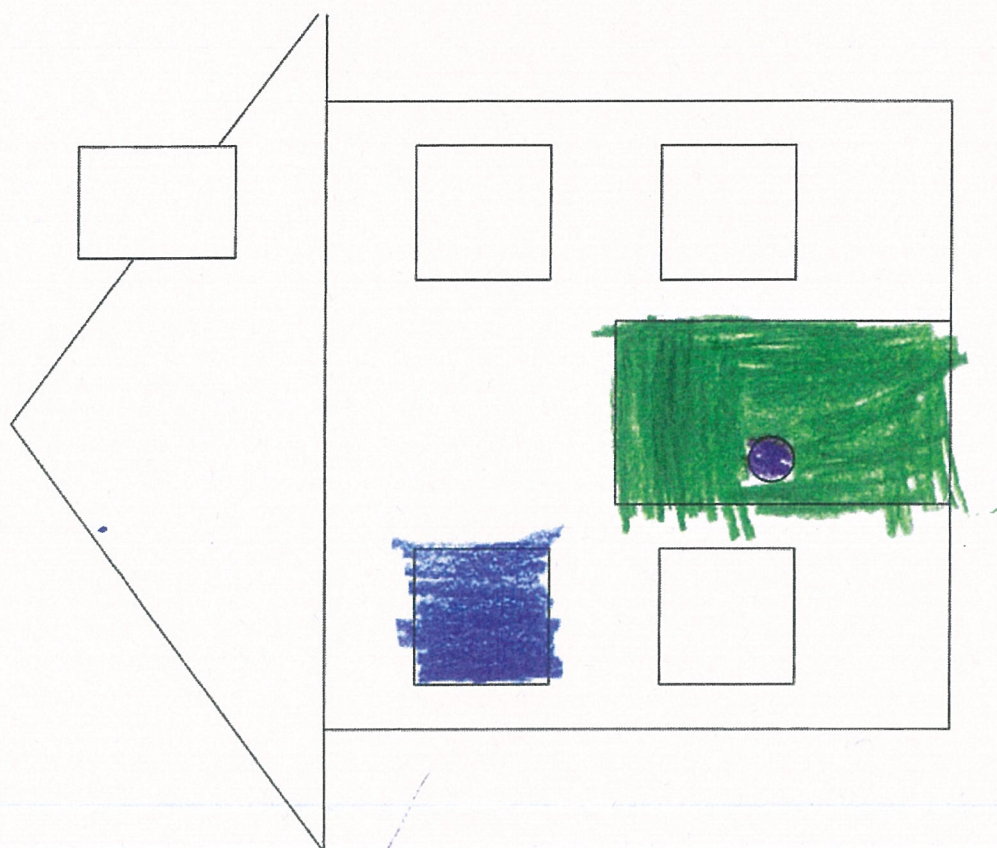
Spanish

Spanish/English

English

prompted ← verde?

cuadrado



Student work sample cover sheet

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

Title of assessment task	¿Dónde está la familia? (Match family members to rooms)
Year level(s)	1

Links to the Australian Curriculum

Achievement standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr/r* *g/j*, *c* and *y*. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta'. Students identify differences and similarities between their own and others' languages and cultures.

Content strands

Communicating Informing Creating	Understanding Systems of Language	
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General capabilities and cross-curriculum priorities

General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	

Background information

- R-2 Band
- Student have learnt family members, rooms of the house and participated in class activities placing family members in rooms of the house using the sentence structure 'family member está en room.'
- Use the task sheet to revise vocabulary before commencement of task.

Task description

- The activity takes 30mins
- Students are seated with the task sheet and the same four coloured pencils.

Part 1

- The teacher reads the sentence and students draw a line connecting the family member to the room they hear.
- The teacher reads the sentence at least twice.

Part 2

- The teacher instructs the class to select a family member and room to write their own sentence and draw a picture of it and draw in the box.

Resources

Instructions

Azul – La mama está en el jardín

Rojo – El hermano está en el dormitorio

Verde – El papa está en la cocina

Naranja – La Hermana está en el baño

Task sheet

¿Dónde está la familia?

Me llamo.....

1.

el papá



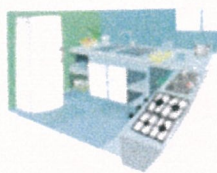
la hermana



el hermano



la mamá



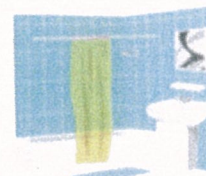
la cocina



el jardín



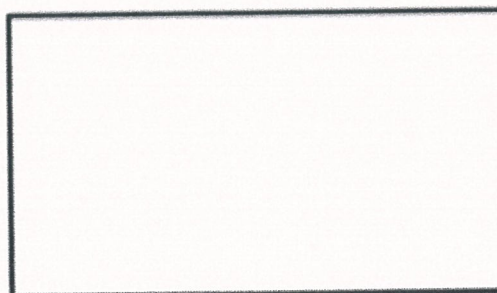
el dormitorio



el baño

2. Write your own sentence and draw a picture of it.

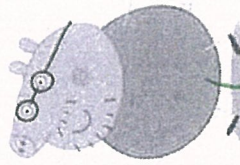
_____ está en



¿Dónde está la familia?

1.

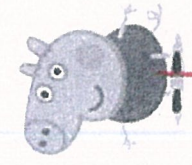
el papá



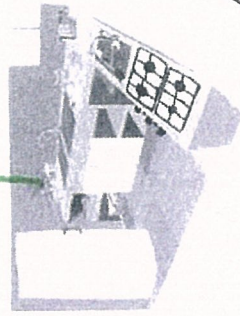
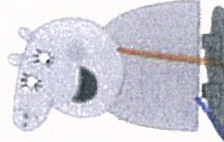
la hermana



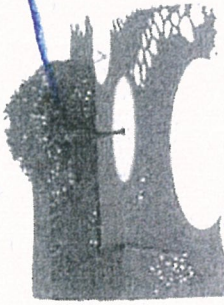
el hermano



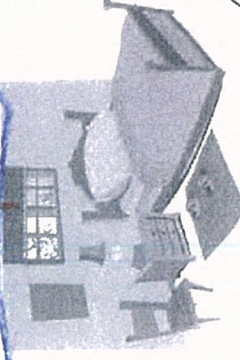
la mamá



la cocina



el jardín



el dormitorio



el baño

Bravo

You have

matched

all the

family

members

and

drawn

the sister

in the

bathroom

to

illustrate

your

sentence.

2. Write your own sentence and draw a picture of it.

La hermana

el papá

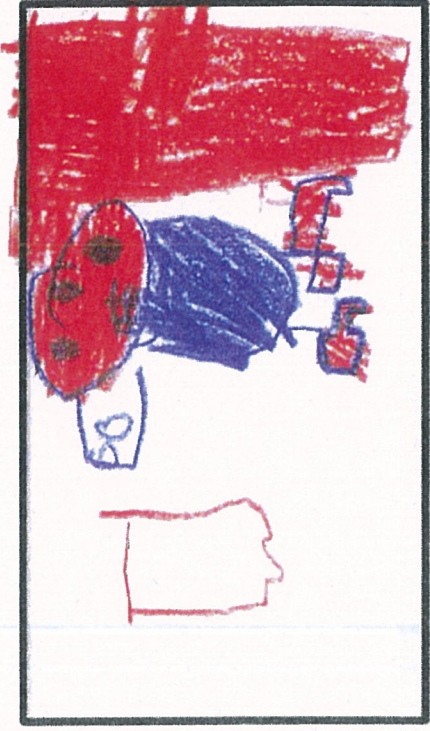
está en

la hermana

el baño

¡Bien! ☺

Me llamo.....



Student work sample cover sheet

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

Title of assessment task	Libro de mi casa (Book about my home)
Year level(s)	1

Links to the Australian Curriculum

Achievement standard

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Content strands

Communicating Informing Translating	Understanding Reflecting	
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General capabilities and cross-curriculum priorities

General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	

Background information

- R-2 Band
- Students have been learning about homes and their place in the home and family as part of the semester unit 'Mi casa es tu casa'. S
- Students have practiced using the given vocabulary and sentence structures through class activities

Student work sample cover sheet (p.2)

Task description

Students complete one page per week of their libro as follow up to whole class activities. Students complete sentences or copy vocabulary and draw pictures to show understanding

Pages:

- Title page: Mi casa es tu casa
- Page 1 Me llamo _____
- Page 2 Vivo en _____
- Page 3 Vivo con _____
- Page 4 la cocina
- Page 5 el bano
- Page 6 el dormitorio
- Page 7 el jardín

Assessment

Year 1 Libro de mi casa

Teacher Assessment

Nombre:

Grade:

Presents factual information about self and home (informing) by completing sentences with:

(circle) English Spanish articles (un/una, el/la) pronoun (mi)

Creates a text using given Spanish and pictures (translating)

(circle) picture Spanish word and picture additional language

Recognises themselves as belonging to a group (reflecting)

(circle) self self and family

Resources

- Book template

Year 1 Libro de mi casa

Teacher Assessment

Nombre:

Grade: C

Presents factual information about self and home (informing) by completing sentences with:

(circle) English Spanish articles (un/una, el/la) pronoun (mi)

Creates a text using given Spanish and pictures (translating)

(circle) picture Spanish word and picture additional language

Recognises themselves as belonging to a group (reflecting)

(circle) self self and family

Mi casa
es tu casa



Por

¡Bienvenidos!



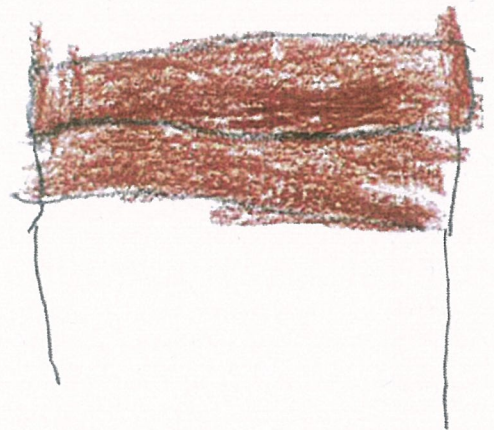
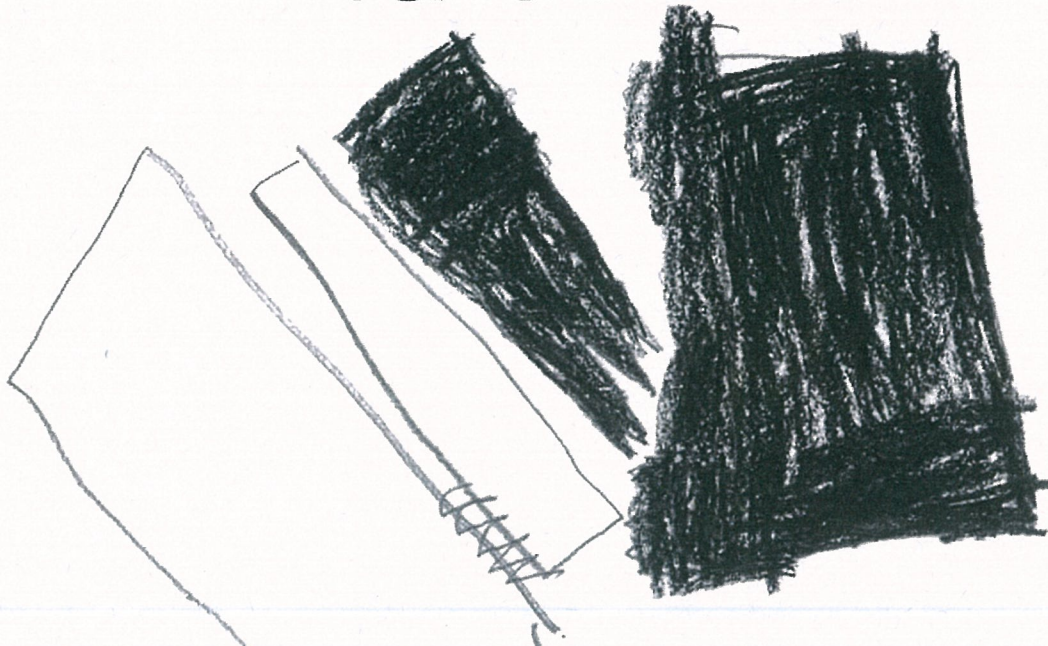
Me llamo

Vivo en ooh nooga

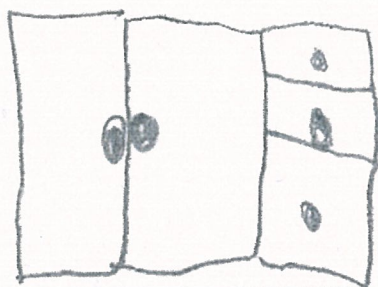
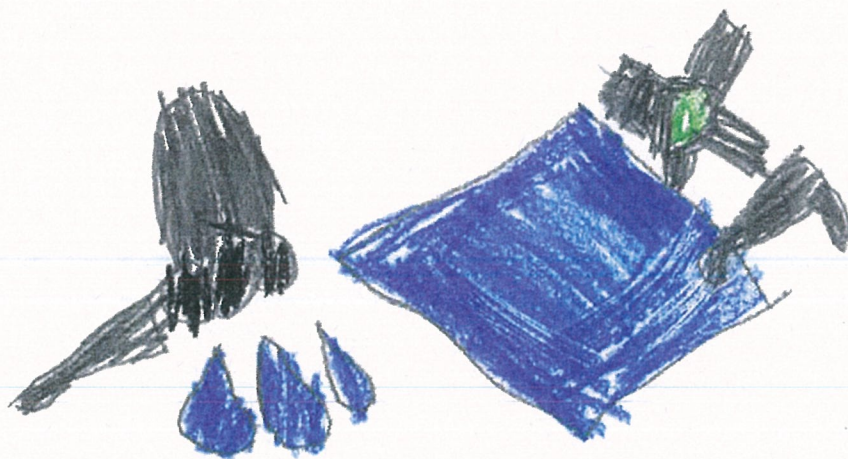
Minha casa



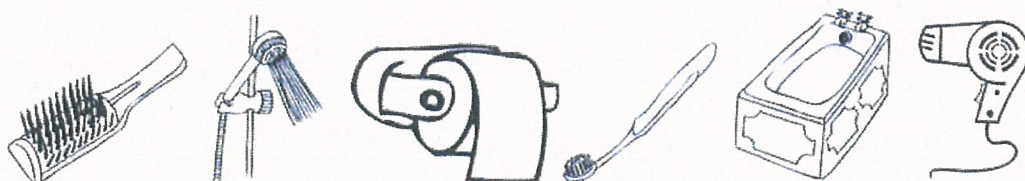
la cocina



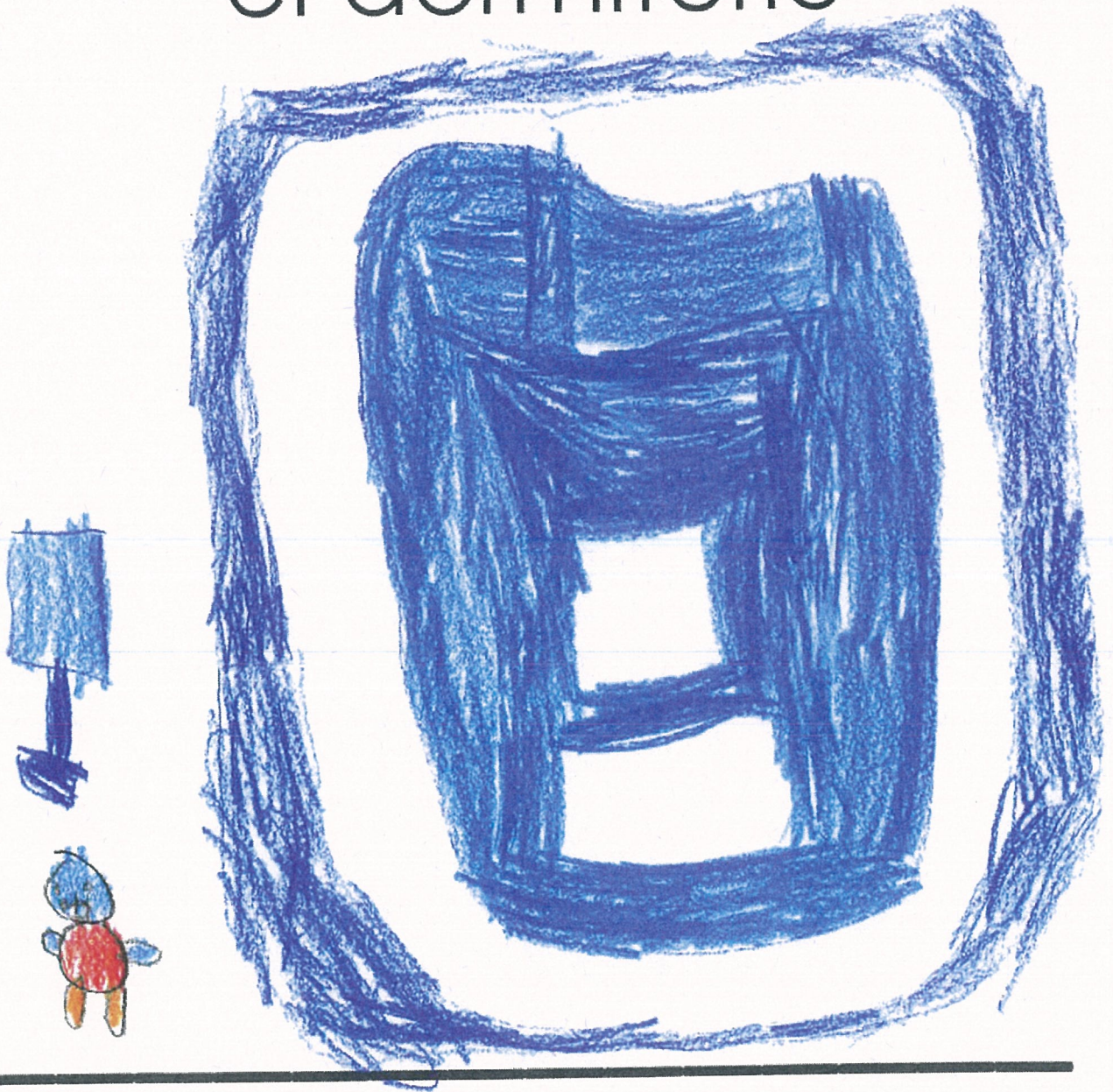
el baño



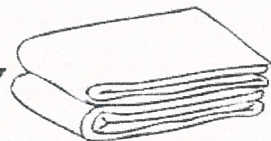
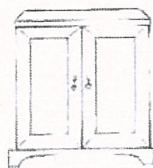
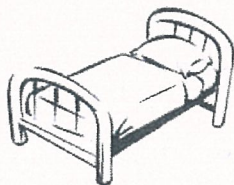
el baño



el dormitorio



el dormitorio





el jardín



el jardín

