

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: 3

No. of work samples in portfolio: 3

Student number / name:

Work sample #	No. of pages in sample	Title of assessment task/work sample
1	4	En la noche (At night)
2	3	Mi coco (My mythical night creature) - writing
3	3	Mi coco (My mythical night creature) - listening
4		
5		
6		
7		
8		

Student work sample cover sheet

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

Title of Assessment Task: En la noche (At night)
Year level: 3 and 4 (2 years prior learning)

Achievement Standard

- They use modelled sentence structures to compose short original texts using conjunctions such as *y*, *o*, *porque* and *pero* and prepositions such as *a*, *con*, *de* and *en*.
- They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features.

Task Description

The task is part of a concept based program of one semester length as follows:

Intercultural concept: ***Mañana mañana*** Inquiry question: What is an ideal day?
Learning purpose: To develop the understanding that time is valued differently in different cultures

The progression of learning leading to the assessment task focuses on what happens at night.

The task process is modelled during a language lesson and set as a 30 minute follow up activity with the classroom teacher. A set of nouns (things I see and hear at night) are provided to select from as well as adjectives (emotions) as follows:

una ambulancia



el murciélago



la luna



una enfermera



las estrellas



una fantasma



fuegos artificiales



un gato



un bebé llorando



Estoy...



bien



emocionante



triste



cansado/a



enojado/a



asustado/a



sorprendido/a



tímido/a

The task is presented on an A4 sheet as follows:

En la noche

Year 3&4

Nombre _____

Choose four things you see or hear at night and how they make you feel.
Complete sentences about each one and draw the emotion in the empty face.

1. En la noche veo _____.

Estoy _____.



2. En la noche oigo _____.

Estoy _____.



3. En la noche _____.

Estoy _____.

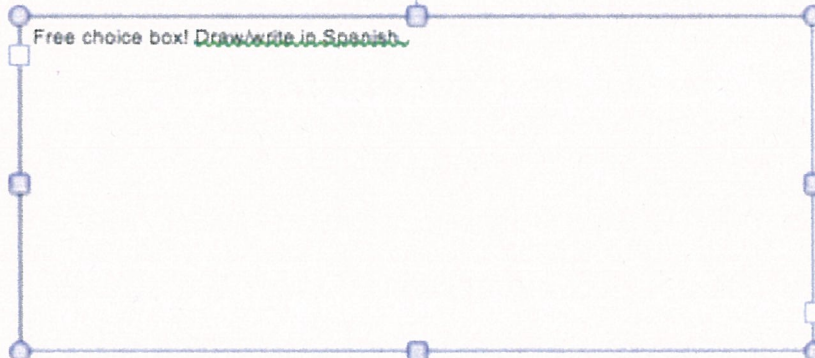


4. _____.

_____.



Free choice box! Draw to die in Spanish.



Criteria

The task is assessed against the following criteria:

	A	B	C	D
Form sentences using given language structures* and features#.	Independent use of given language structure and features.	Correct use of given language structure and features.	Mostly correct use of given language structure and features.	Partly correct use of given language structure and features.
Describe emotion in response to something through word^ and picture.	Emotion accurately portrayed in relation to night sentence.	Emotion picture correctly reflected through word.	Emotion reflected in picture and word.	Emotion and word mostly connected.

*Structure: En la noche + verb (oigo or veo) + article + noun

#Features: definite/indefinite articles, masculine/feminine nouns, singular/plural nouns

^Word: masculine or feminine emotion adjective

En la noche

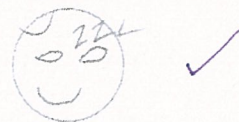
Year 3&4

Nombre _____

Choose four things you see or hear at night and how they make you feel.
Complete sentences about each one and draw the emotion in the empty face.

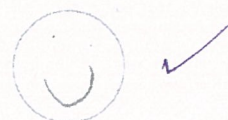
1. En la noche veo la enfermera feroz.

Estoy casado.



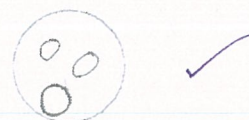
2. En la noche oigo fuegos artificiales.

Estoy bien.



3. En la noche las estrellas.

Estoy sorprendida.



4. En la noche veo un bebé llorando.

Estoy enojada.



Free choice box! Draw/write in Spanish.

¡Excelente, J!
Remember adjectives (the
feeling words) end in
an 'a' for girls.



Miriam Parsons, Spanish Teacher, 2017

Student work sample cover sheet

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

Title of Assessment Task: Mi coco (My mythical night creature) - writing
Year level: 3 and 4 (2 years prior learning)

Achievement Standard

- They translate short texts, using word lists and dictionaries and create simple bilingual texts.
- They make simple statements about characters such as *La bruja es amable* in response to imaginative texts.

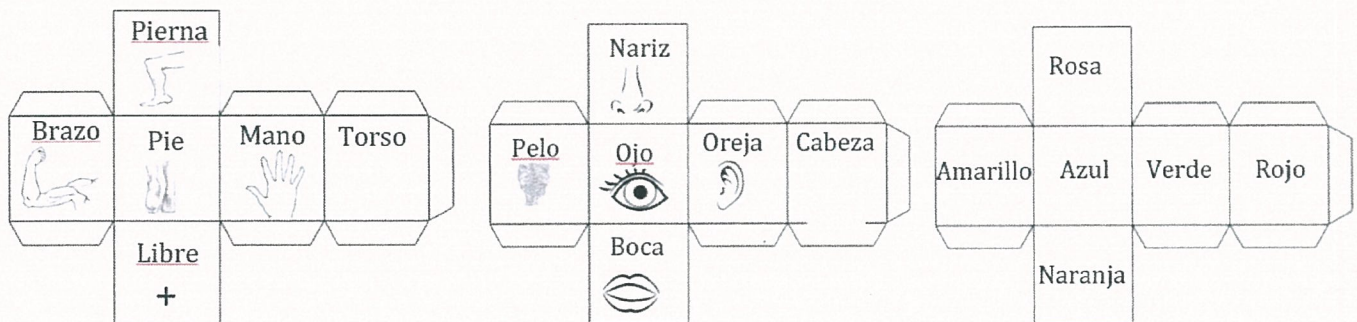
Task Description

The task is part of a concept based program of one semester length as follows:

Intercultural concept: **Mañana mañana** Inquiry question: What is an ideal day?
Learning purpose: To develop the understanding that time is valued differently in different cultures

The progression of learning leading to the assessment task focuses on what happens at night. It incorporates practice of body part vocabulary (some prior taught and some new) numbers 1-6 and colours.

The task begins as a group dice game. Students are directed to roll the three dice and draw what comes up to create their coco. Once the coco is created students use a modelled sentence structure to write a description of it. The task is set as a 2 x 30 minute follow up activity with the classroom teacher.



Mi Coco

Mi coco tiene number + bodypart + colour.

Mi coco tiene tres pies naranjas.

Criteria

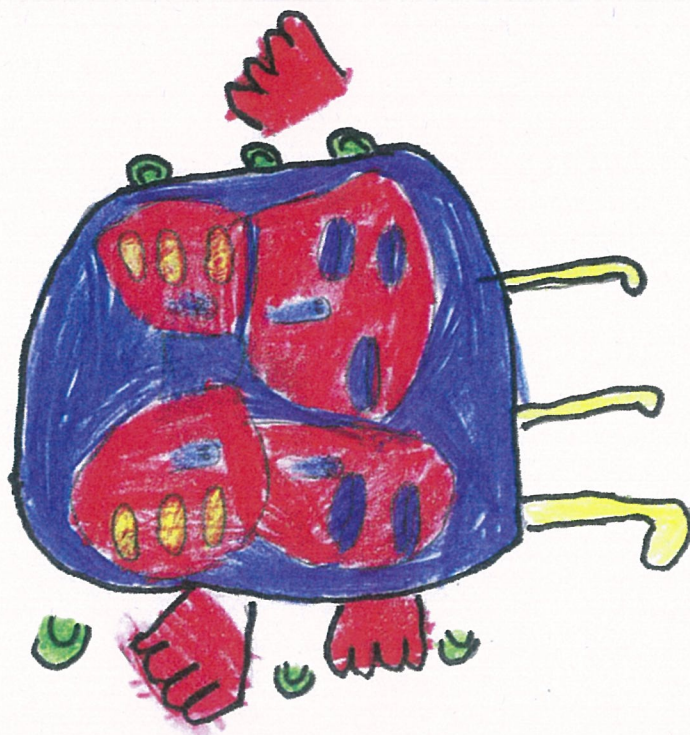
The task is assessed against the following criteria:

	A	B	C	D
Understanding of vocabulary – body parts, numbers, adjectives (translate)	All vocabulary accurately translated into sentences.	All vocabulary transported into sentences.	Most vocabulary transported into sentences.	Less than half the vocabulary transported into sentences.
Presentation of information in sentences* (create)	Accurate sentences in structure and agreement.	Sentences mostly correct in structure and agreement.	Sentences partly correct in structure and agreement.	Sentences incomplete.

*Sentences: possessive adjective+noun+number+noun (bodypart)+adjective (colour)
i.e. Mi coco tiene number + bodypart + colour.

Mi Coco

Mi	coco	trene	seis	ojo	amarillo.
Mi	coco	trene	cinco	boca	azul.
Mi	coco	trene	tres	mano	cojo.
Mi	coco	trene	tres	pierna	amarillo.
Mi	coco	trene	seis	oreja	verde.
Mi	coco	trene	cuatro	cabeza	rojo.
Mi	coco	trene	seis	nariz	azul.
Mi	coco	trene	cuatro	cuerpo	azul.



Student work sample cover sheet

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

Title of Assessment Task: Mi coco (My mythical night creature) - listening
Year level: 3 and 4 (2 years prior learning)

Achievement Standard

- They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules.
- They translate short texts

Task Description

The task is part of a concept based program of one semester length as follows:

Intercultural concept: **Mañana mañana** Inquiry question: What is an ideal day?

Learning purpose: To develop the understanding that time is valued differently in different cultures

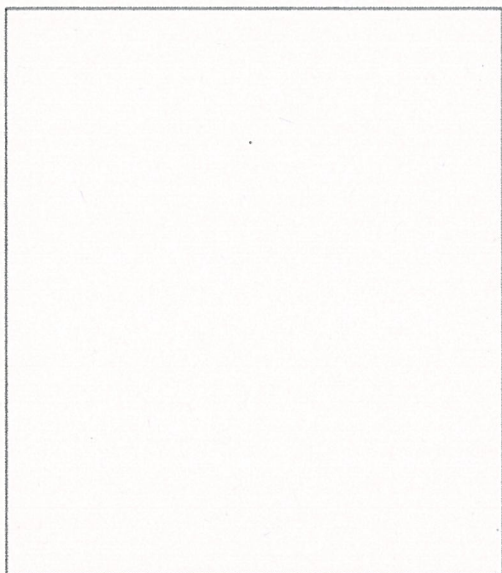
Learning leading up to the assessment task focuses on what happens at night. It incorporates practice of body part vocabulary (some taught prior and some new) numbers 1-6 and colours. A practice activity is undertaken the lesson before the task. During the practice students work in pairs to hold up the body part, number and colour they hear the teacher read out in random sentences.

The listening task is differentiated for Year 3 and Year 4 students. It is conducted with no supports as an individual task. A template is provided for students to record their responses as follows:

Year 3/4 Spanish Listening Task

Grade 1 2

Student



A sentence is read to the target group three times in succession by the teacher. A space of approximately 30 seconds is left between each different clue. Fifteen minutes are allowed at the end of the listening activity to finish pictures and complete the openended written question. The teacher generated texts used for the listening task are as follows:

Year 4

Mi coco tiene un cuerpo rojo.
Mi coco tiene una cabeza azul.
Mi coco tiene tres ojos negros.
Mi coco tiene pelo verde y morado.
Mi coco tiene cinco piernas naranjas.

Add other body parts and write Spanish sentences to describe them.

Year 3

Mi coco tiene una cabeza verde.
Mi coco tiene dos bocas azules.
Mi coco tiene tres ojos rojos.
Mi coco tiene cuatro brazos amarillos.

Add another body part and write the Spanish next to it.

Criteria

The task is assessed against the following criteria:

	A	B	C	D
Understanding of vocabulary-nouns, numbers, adjectives (translate)	All body parts, numbers and colours understood	Most body parts, numbers and colours understood	At least half body parts, numbers and colours understood	Less than half body parts, numbers and colours understood
Presentation of information (systems of language)	Accurate sentences* in structure and agreement. Sentences match drawing.	Sentences mostly correct in structure and content.	Labels include noun plus number and/or adjective and match drawing.	Label includes noun or colour or number in Spanish.

*possessive adjective+noun+number+noun (bodypart)+adjective (colour)

Nombre: _____



Mi coco trean dos brazos ar/30
Mi coco trean noven dose Narag.