Italian
K–10 Syllabus

Advice on Programming and Assessment
for Stages 4 and 5
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1 Introduction

This support document has been designed to help teachers understand key aspects of the new Italian K–10 Syllabus and to provide guidance for its implementation. The document shows how these aspects can be incorporated into teaching and learning programs, and how these programs are underpinned by the principles of assessment for learning (Italian K–10 Syllabus, p 65).

The document provides advice about constructing a program that will cover the scope of Italian for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains two sample units of work:

**Stage 4 unit** (100 hours mandatory study)
- Eating and Drinking: Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to discuss eating and drinking in a variety of contexts. Communicative activities include discussing likes and dislikes regarding food and drink, creating menus, writing surveys, and ordering food and drink in a restaurant.

**Stage 5 unit** (elective course – 100 and 200 hours)
- Special Occasions – A Birthday Party: Learning in this unit focuses on developing students’ knowledge, understanding and skills within the context of planning a birthday party for a friend. Communicative activities include designing the birthday party invitation, deciding what people are to bring to the party, shopping for clothes, and gathering opinions about gift ideas.

These sample units can be used as models for planning units of work. They include:
- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of assessment for learning. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the Italian K–10 Syllabus. Units of work adapted for students undertaking Italian Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.
2 Establishing a Scope and Sequence Plan

The acquisition of a language is a cumulative process that can be represented as a spiral that increases in breadth and depth of knowledge, understanding and skills as students experience a language through each stage of learning, visiting and revisiting themes, topics, structures and notions.

A fundamental step in the design of effective teaching and learning programs is the establishment of a scope and sequence plan. The scope and sequence plans provide overviews of units of work that may be taught in Stages 4 and 5 in Italian, with details about the placement, sequence and duration.

A number of factors should be considered when establishing a scope and sequence plan.

Syllabus requirements
Essential syllabus content consists of a mandatory 100 hours study of one language in one continuous 12-month period between Years 7 and 10, but preferably in Years 7–8. The mandatory course, consisting of Stage 4 outcomes and content, is a requirement for the award of the Record of School Achievement.

Further considerations
When designing a scope and sequence plan, teachers also need to consider:
- the specific needs, interests and abilities of students and/or areas of community significance
- the most effective use of existing and available resources
- the previous learning experiences and language backgrounds of the students
- the provision for students of a range of experiences throughout the stage of learning that increase in challenge and level of sophistication.

The syllabus content is expressed in the form of learn about and learn to statements derived from the syllabus outcomes. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning in Italian and demonstrate the outcomes in a range of learning contexts. The themes and topics of these learning contexts will be determined by the classroom teacher, taking into account the needs, interests and abilities of students, and the resources and facilities of the school and its community.

A scope and sequence plan should comprise themes and topics that are drawn from everyday situations within and beyond the classroom, and that enable students to develop communicative skills within the cultural context of Italian-speaking communities. The following list of suggested themes and topics is not exhaustive, but it will serve as a guide for teachers when selecting and grouping appropriate themes and topics. It is not expected that all the suggested themes and topics would necessarily be covered in Stages 4 and 5.
Suggested themes and topics

About me, about you
After school activities
Daily routine
Eating and drinking
Entertainment
Family
Festivals
Finding the way
Future plans
Getting help
Health and fitness
Hobbies
Holidays
House and home
Lost and found
Making arrangements
Making friends
Meeting people

Music
Our community
Our local area
Part-time jobs
Parties
Pets
Restaurants
School life
Seasons and weather
Shopping
Sightseeing
Special occasions
Special outings
Sport
The environment
The weekend
Transport
Travel
2.1 Sample Stage 4 Scope and Sequence Plan

The sample scope and sequence plan below is based on the mandatory 100-hour course and is a model that could be followed by teachers.

Programming that integrates the essential content in a variety of units of work will enable teachers to cover the scope of the content within the mandatory hours. A unit of work will not necessarily cover all the content, but it is recommended that each unit be designed to address at least some content from each Stage 4 outcome.

When planning and programming, teachers may need to transfer outcomes and content across stages to ensure that the needs of all students are addressed, taking into account the multiple entry points of second language learners, and the varying degrees of ability of background speakers.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Unit: About Me, About You</td>
<td>Unit: Making Friends</td>
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<tr>
<td>Focus: Greetings and formalities</td>
<td>Focus: Describing self and others</td>
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<td>Term 2</td>
<td>Unit: Family and Pets</td>
<td>Unit: House and Home</td>
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<td>Focus: Identifying and describing</td>
<td>Focus: Describing types of dwellings</td>
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<tr>
<td>Focus: Talking about pets</td>
<td>Describing rooms</td>
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<tr>
<td>Term 3</td>
<td>Unit: Eating and Drinking*</td>
<td>Unit: Hobbies and Sport</td>
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<tr>
<td>Focus: Expressing likes and dislikes</td>
<td>Focus: Talking about sports and hobbies</td>
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<tr>
<td>Discussing eating and drinking habits</td>
<td>Expressing likes and dislikes</td>
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<tr>
<td>At a restaurant</td>
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<tr>
<td>Term 4</td>
<td>Unit: School Life</td>
<td>Unit: On the Weekend</td>
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<tr>
<td>Focus: Exchanging information in the classroom</td>
<td>Focus: Discussing weekend activities</td>
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<tr>
<td>Talking about school routine</td>
<td>Making plans</td>
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<tr>
<td>Finding places within the school</td>
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</tbody>
</table>

* The sample unit of work for Eating and Drinking is described in detail on pages 23–35.
2.2 Sample Stage 5 Scope and Sequence Plan

The sample scope and sequence plan below is based on the 200-hour elective course and is a model that could be followed by teachers.

Programming that integrates the essential content in a variety of units of work will enable teachers to cover the scope of the content within the indicative hours. A unit of work will not necessarily cover all the content, but it is recommended that each unit be designed to address at least some content from each Stage 5 outcome.

When planning and programming, teachers may need to transfer outcomes and content across stages to ensure that the needs of all students are addressed, taking into account the multiple entry points of second language learners, and the varying degrees of ability of background speakers.

Plan for Year 9

<table>
<thead>
<tr>
<th>Weeks</th>
<th>1</th>
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<th>7</th>
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<th>10</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Unit: Our Local Area</td>
<td>Unit: Shopping</td>
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<tr>
<td>Focus: Identifying local landmarks</td>
<td>Focus: Talking about where to shop</td>
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<tr>
<td>Describing shops</td>
<td>Asking and paying for items</td>
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<tr>
<td>Finding the way</td>
<td>Asking for and giving weights and quantities</td>
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<tr>
<td>Term 2</td>
<td>Unit: Daily Routine</td>
<td>Unit: Getting Help</td>
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<tr>
<td>Focus: Describing activities at home and at school</td>
<td>Focus: Identifying parts of the body</td>
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<tr>
<td>Discussing your day</td>
<td>Talking about sickness and accidents</td>
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<tr>
<td>Term 3</td>
<td>Unit: School Life</td>
<td>Unit: Making Arrangements</td>
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<tr>
<td>Focus: Describing teachers and friends</td>
<td>Focus: Organising an outing to the beach/mountains/country/city</td>
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<td>Going on an excursion</td>
<td>Deciding what to bring</td>
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<tr>
<td>Term 4</td>
<td>Unit: Entertainment – Films and Music</td>
<td>Unit: Holidays</td>
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<tr>
<td>Focus: Talking about movies and favourite actors</td>
<td>Focus: Transport</td>
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<tr>
<td>Talking about music and favourite performers</td>
<td>Describing your ideal destination</td>
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</table>
Plan for Year 10

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<th>Weeks</th>
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<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit: Special Occasions – A Birthday Party*&lt;br&gt;<strong>Focus:</strong> Writing invitations&lt;br&gt;Organising what to bring&lt;br&gt;Buying clothes&lt;br&gt;Discussing gifts&lt;br&gt;At the birthday party</td>
<td>Unit: Special Days&lt;br&gt;<strong>Focus:</strong> Describing traditional events&lt;br&gt;Discussing festivals</td>
<td>Unit: Health and Fitness&lt;br&gt;<strong>Focus:</strong> Talking about a fitness routine&lt;br&gt;A healthy diet</td>
<td>Unit: Getting Help&lt;br&gt;<strong>Focus:</strong> Reporting lost and found&lt;br&gt;Accidents&lt;br&gt;Getting something fixed</td>
</tr>
<tr>
<td></td>
<td>Unit: Entertainment – Television&lt;br&gt;<strong>Focus:</strong> Using a TV guide&lt;br&gt;Describing favourite programs&lt;br&gt;Describing favourite TV stars&lt;br&gt;Making a commercial</td>
<td>Unit: The Environment&lt;br&gt;<strong>Focus:</strong> Seasons and the weather&lt;br&gt;City versus country&lt;br&gt;Flora and fauna</td>
<td>Unit: Travelling to Italy&lt;br&gt;<strong>Focus:</strong> Planning an itinerary&lt;br&gt;Making bookings&lt;br&gt;Sightseeing</td>
<td>Unit: Future Plans&lt;br&gt;<strong>Focus:</strong> Discussing careers&lt;br&gt;Relationships&lt;br&gt;Talking about feelings</td>
</tr>
</tbody>
</table>

* The sample unit of work for Special Occasions – A Birthday Party is described in detail on pages 36–46.
3 Advice on Assessment

3.1 Assessment for Learning

The Board’s revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

*Assessment for learning* encourages self-assessment and peer assessment. Students can develop and use a range of strategies to monitor and evaluate actively their own learning, as well as the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student’s performance to record. These records can be used to monitor the student’s progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student’s performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student’s progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

**Principles of assessment for learning**

Assessment for learning:

- **AP1** emphasises the interactions between learning and manageable assessment strategies that promote learning
- **AP2** clearly expresses for the student and teacher the goals of the learning activity
- **AP3** reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- **AP4** provides ways for students to use feedback from assessment
- **AP5** helps students take responsibility for their own learning
- **AP6** is inclusive of all learners.

Details on how these principles translate in practice can be found on page 65 of the *Italian K–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on pages 15–16.
3.2 Planning for Effective Learning and Assessment

The diagram below summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning. Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students’ knowledge, understanding and skills.
Italian Stages 4 and 5: Advice on Programming and Assessment

The diagram below shows how this process has been applied in the design of the Stage 4 sample unit of work: Eating and Drinking (pages 23–33).

### Criteria for assessing learning
Students will be assessed on their ability to:
- understand a spoken or written text, and respond appropriately:
  - identifying main ideas and specific information
  - relating information from the texts to a response text
- establish and maintain effective communication:
  - initiating an interaction
  - maintaining an interaction verbally and non-verbally
  - concluding an interaction
- express their own ideas in writing:
  - demonstrating understanding of relevant structures and vocabulary
  - creating accurate and clear texts.

### Description of learning experiences
Students listen to a conversation about food and drink preferences, complete an information-gap activity, then write a note about the information they have heard. They work in pairs to discuss what they like to eat and drink, then create class surveys about food and drink preferences in order to design a menu for their school camp. Evidence will be gathered by assessing:
- the content of the notes, indicating students’ ability to respond to the spoken text
- the pairwork speaking activity and the class survey, indicating students’ ability to construct spoken and written text independently, asking and answering questions and demonstrating their understanding of culture-specific customs and practices.

### Context
The unit of work about eating and drinking, takes place midway through Stage 4. Students listen to and view a social exchange between young people about their likes and dislikes with regard to food and drink, then participate in communicative activities to internalise new vocabulary, and complete exercises to practise and consolidate new linguistic structures. They research, discuss and compare traditional and modern/regional cuisine and culture-specific customs and practices associated with eating and drinking. Students select, manipulate and incorporate vocabulary and modelled linguistic structures when producing their own spoken and written texts about the food and drink preferences of their peers.

### Feedback
The teacher provides oral feedback to students about their understanding of spoken text, and written feedback about their notes. Feedback on students’ pairwork activity about food and drink preferences is provided through a peer/teacher assessment checklist. The teacher provides written feedback about the written survey.

### Performance
Students’ performance in relation to the outcomes determines the feedback and further learning experiences that are appropriate. If students require further learning experiences in relation to the outcomes, the teacher provides additional modelling of structures and scaffolding to support comprehension and construction of text. Students whose performances satisfy the criteria progress to the next learning context, where they:
- listen to a conversation about people placing orders at a restaurant
- participate in activities to practise new linguistic structures
- examine and discuss restaurant menus and advertisements
- design their own menu and advertisement for an imaginary restaurant
- participate in role-play activities in restaurant situations.

### Outcomes
A student:
- **4.UL.1** demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- **4.UL.2** demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- **4.UL.3** establishes and maintains communication in familiar situations
- **4.UL.4** applies a range of linguistic structures to express own ideas in writing
- **4.MLC.1** demonstrates understanding of the importance of appropriate use of language in diverse contexts
- **4.MLC.2** explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Italian
- **4.MBC.1** demonstrates understanding of the interdependence of language and culture
- **4.MBC.2** demonstrates knowledge of key features of the culture of Italian-speaking communities.
3.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students’ knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.
3.4 Annotated Assessment for Learning Activity

The Assessment for Learning Principles provide the criteria for judging the quality of assessment materials and practices. The Stage 4 sample assessment activity, Listening and Responding, has been annotated to show these principles.

Sample assessment for learning activity: Listening and Responding

**Context**
This is an introductory activity from a unit of work, midway through Stage 4, about eating and drinking. Students have listened to conversations about food and drink preferences. They have participated in communicative activities to internalise vocabulary and have been given exercises to practise and consolidate their knowledge of new structures. They have learnt vocabulary relating to food and drink and they can identify what they like and dislike.

**Outcomes**
A student:
4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
4.UL.4 applies a range of linguistic structures to express own ideas in writing
4.MLC.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts
4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Italian.

**Description of activity**
The class listens to groups of young people discussing their food and drink preferences. Students then complete a comprehension/information-gap activity where they answer the questions. In order to prepare a lunch menu, students use this information to write a note in Italian as a reminder of what each individual prefers. They need to mention the name of the person, the food/drink item and state whether the person likes or dislikes it.
Criteria for assessing learning
(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:
• understand the spoken text, by identifying:
  – the main idea
  – specific information
• create accurate and clear texts, using:
  – correct word order
  – subject/verb agreement
  – choice of appropriate vocabulary
• respond to the conversation they have heard, by:
  – providing accurate information in note form
  – selecting and incorporating modelled linguistic structures
  – writing a series of linked sentences.

Guidelines for marking
The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>• understands the main ideas and supporting detail in spoken texts</td>
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<tr>
<td></td>
<td>• selects information from a spoken text to express own ideas using modelled linguistic</td>
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<td></td>
<td>structures and providing additional details</td>
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<td></td>
<td>• creates clear and original text using relevant structures and vocabulary and applying</td>
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<tr>
<td></td>
<td>specific patterns and rules in word construction, word order and sentence structure.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>• understands the main ideas and some supporting detail in spoken texts</td>
</tr>
<tr>
<td></td>
<td>• selects information from a spoken text to express own ideas using modelled linguistic</td>
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<tr>
<td></td>
<td>structures</td>
</tr>
<tr>
<td></td>
<td>• creates original text using relevant structures and vocabulary and applying some</td>
</tr>
<tr>
<td></td>
<td>specific patterns and rules in word construction, word order and sentence structure.</td>
</tr>
<tr>
<td>Progressing</td>
<td>• understands some of the main ideas and/or isolated details in spoken texts</td>
</tr>
<tr>
<td></td>
<td>• selects some information from a spoken text to express own ideas, relying on teacher</td>
</tr>
<tr>
<td></td>
<td>support and modelled linguistic structures</td>
</tr>
<tr>
<td></td>
<td>• creates text using a limited range of vocabulary and structures.</td>
</tr>
</tbody>
</table>

Feedback
Students will receive written feedback from the teacher. Comments will inform students about their ability to:
• identify main ideas and supporting detail in a spoken text
• apply relevant structures and vocabulary to the creation of text
• incorporate specific detail from the spoken text to express their own ideas in writing.

Future directions
If evidence indicates that students have experienced difficulty with the listening and responding task, teachers may need to adjust subsequent learning experiences through additional modelling of structures and scaffolding to support the construction of text. Students whose performances satisfy the criteria progress to the next activity, where they participate in a role-play conversation about their food and drink preferences.

Resources
The recording of the conversations
The comprehension/information-gap activity worksheet

Criteria for assessing learning and marking guidelines relate to the outcomes and are clearly expressed in terms of the knowledge, understanding and skills required for the activity. AP2, AP4.

The activity provides practical and meaningful ways for students to use feedback from assessment. AP5.

The activity has clear links to learning goals. AP1.
3.5 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus material that are appropriate to the activity.

It may be helpful to give to students models of good responses and templates or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

3.6 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and develop further their knowledge, understanding and skills.

Teacher feedback about student performance is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:
- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students’ strengths and state clearly how students can improve.

Forms of feedback include:
- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need to be addressed
- examples of good responses
- peer evaluation and self-evaluation.

3.7 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance in an activity should be recorded, and in what format. The teacher can use this information to ascertain students’ progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations about, marks or grades for, or visual representations of the activities.
A scale such as the one below may be a useful way to summarise the extent of students’ learning. This example shows how individual students performed on the same assessment activity.

<table>
<thead>
<tr>
<th>Student</th>
<th>Activity – Listening and Responding</th>
<th>Date …/ …/ …</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

This method can be adapted to capture evidence of an individual student’s strengths and weaknesses in various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.
4 Programming Units of Work

The Italian K–10 Syllabus promotes an approach to programming that emphasises the outcomes as the focal point. The sample units of work in section 5 have been developed using the following process:

Step 1 Identify outcomes
Identify the outcomes that will be addressed in the unit. It is recommended that all outcomes for the stage be addressed. In some cases outcomes from other stages may also be included.

Step 2 Decide on the context or theme and topics, and focuses of the unit of work
Once the outcomes have been selected, the theme, topics and focuses of the unit should be determined.

Step 3 Select the relevant syllabus content
Learn about and learn to statements relating to the outcomes are selected and organised into a logical sequence according to the learning context. The amount of content selected should be manageable in the time allocated to the unit. In some cases content from other stages may also be included.

Step 4 Decide on the evidence of learning
Identify the specific evidence of learning to be observed through the teaching, learning and assessment activities. This evidence will enable judgements to be made on achievement in relation to the outcomes and identified content.

Step 5 Plan the teaching, learning and assessment activities
Assessment for learning activities occur as a normal part of the teaching process. Teachers plan the most suitable teaching, learning and assessment activities for the selected content, ensuring that they will provide the desired evidence of learning determined in Step 4. Teaching, learning and assessment activities should be student-centred, promoting the development of knowledge, understanding and skills. Teachers are encouraged to include creative and stimulating teaching and learning experiences that present the content in a meaningful context for students.

Step 6 Plan feedback opportunities
Feedback provides students with the necessary information and direction to progress their learning, and occurs normally through good teaching practice, mostly in an informal manner. However, when planning units of work teachers should consider how to maximise feedback in the context of the teaching, learning and assessment activities and how the feedback contributes to student learning.

Step 7 Plan opportunities for teacher’s reflection and evaluation
As teachers progress through the programming process, it is important to reflect on previous steps and to evaluate the degree to which the unit has remained focused on the outcomes. Identifying the evidence of learning early in the process will assist in this. After the unit has been implemented it is also necessary to evaluate the degree to which students have progressed as a result of the experiences and what should be done next to assist them in their learning.
4.1 Sample Unit Proformas

Schools should design unit proformas that best meet their needs and circumstances. The samples provided have been annotated to highlight the characteristics of each section. Sample unit proforma 2 is used in this document to present the Stages 4 and 5 sample units of work. It demonstrates the direct links between the integrated teaching, learning and assessment activities and the learn about and learn to statements.

Sample unit proforma 1

<table>
<thead>
<tr>
<th>Learning context/theme:</th>
<th>Decide on the context or theme, topics and focuses of the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Year:</td>
</tr>
<tr>
<td>Unit description:</td>
<td>Give an overview of the unit.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Identify outcomes to be addressed in the unit.</td>
</tr>
<tr>
<td>Language functions and structures</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Identify the content from the selected outcomes. Ensure it is manageable in the time allocated and allows the evidence of learning to be observed.</td>
</tr>
<tr>
<td>Evidence of learning and feedback</td>
<td>Decide on the observable evidence that will allow judgements to be made on achievement in relation to the outcomes. Identify the method/type of feedback and how it contributes to learning.</td>
</tr>
<tr>
<td>Students learn about:</td>
<td>Students learn to:</td>
</tr>
<tr>
<td>Integrated teaching, learning and assessment activities</td>
<td>Describe the integrated teaching, learning and assessment activities that are best suited to the content and that allow students to provide the required evidence of learning in relation to the outcomes.</td>
</tr>
</tbody>
</table>

Activities should promote the knowledge, understanding and skills that enhance learning in Italian.

Activities should provide the context for regular and worthwhile feedback.

Activities should incorporate the meaningful use of resources, including ICT where appropriate.
### Sample unit proforma 2

<table>
<thead>
<tr>
<th>Learning context/theme:</th>
<th>Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Indicative time:</td>
</tr>
<tr>
<td>Unit description:</td>
<td></td>
</tr>
</tbody>
</table>

- **Give an overview of the unit.**

#### Outcomes

- **Identify outcomes to be addressed in the unit.**

#### Language functions and structures

- **Select the linguistic functions and structures that are appropriate to the learning context.**

<table>
<thead>
<tr>
<th>Learn about</th>
<th>Learn to</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the content from the selected outcomes. Ensure it is manageable in the time allocated.</td>
<td>Describe the integrated teaching, learning and assessment activities that are best suited to the syllabus content and that allow students to provide the required evidence of learning in relation to the outcomes.</td>
<td>Decide on the observable evidence resulting from the activity that will allow judgements to be made in relation to the outcomes.</td>
<td>Identify the method/type of feedback and how it contributes to learning.</td>
<td></td>
</tr>
</tbody>
</table>

### Identify outcomes to be addressed in the unit.

- Select the linguistic functions and structures that are appropriate to the learning context.

### Allocate sufficient time to cover the scope of the unit in appropriate depth and to allow sufficient opportunity for feedback and further progress.
5 Sample Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the Italian K–10 Syllabus. The units provide programming ideas for selected syllabus content.

The sample units show ways in which teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students’ demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students’ demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

Note that the assessment activities are described here in some detail to illustrate the process of assessment for learning. Teachers would not provide this level of detail in day-to-day classroom situations.
## 5.1 Stage 4 Sample Unit of Work: Eating and Drinking

**Learning context:** Eating and Drinking

**Topic:** My favourite foods and drinks

**Indicative time:** 4–5 weeks [Extended context (At a Restaurant): 4–5 weeks]

**Unit description:** Learning in this unit focuses on developing the knowledge, understanding and skills that will enable students to discuss eating and drinking. Students acquire vocabulary, expressions and language structures within this context. Student activities relate to the *learn about* and *learn to* statements and form the basis of the unit of work. Students listen, read and respond to texts and learn to incorporate modelled linguistic structures in order to produce a series of linked sentences.

The *assessment for learning* activity in bold on page 27 has been described in detail at the end of the unit.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Language functions and structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td></td>
</tr>
</tbody>
</table>
| 4.UL.1 | demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately  
*Identifying food and drink vocabulary*  
*Il pollo, il formaggio, la limonata, il caffè* |
| 4.UL.2 | demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately  
*Expressing likes and dislikes*  
*Mi piace il formaggio. Non mi piace il caffè. Non mi piacciono affatto i panini.* |
| 4.UL.3 | establishes and maintains communication in familiar situations  
*Finding out what others like and dislike*  
*Che cosa ti piace? Che cosa non ti piace? Ti piace il pollo? Ti piacciono i biscotti?* |
| 4.UL.4 | applies a range of linguistic structures to express own ideas in writing  
*Describing food and drink*  
*Il panino è molto buono. La limonata non è buona. La pasta è deliziosa.* |
| 4.MLC.1 | demonstrates understanding of the importance of appropriate use of language in diverse contexts  
*Asking and saying what you eat and drink*  
*Che cosa mangi per colazione? Prendo un panino per pranzo. Cosa bevi per cena?* |
| 4.MLC.2 | explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Italian  
*Ordering food and drink in restaurants*  
*Vorrein tramezzino, per favore. Mi dia un caffè per piacere?* |
| 4.MBC.1 | demonstrates understanding of the interdependence of language and culture  
*Che cosa mangi per colazione? Prendo un panino per pranzo. Cosa bevi per cena?* |
| 4.MBC.2 | demonstrates knowledge of key features of the culture of Italian-speaking communities  
*Ordering food and drink in restaurants*  
*Vorrein tramezzino, per favore. Mi dia un caffè per piacere?* |

**Resources**
- Video, CD, CD-ROM, audio tape, textbook, flashcards of food and drink items, recipe books, tape, class set of lists with food and drink items and symbols to represent likes/dislikes etc, magazine interviews (imaginary), peer assessment checklist, internet, *webquest* activity worksheets (using *Google* search engine: webquest+Italy+food)
### Focus: Introduction to the unit

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| the importance of prior knowledge to interpreting meaning in text | deduce meaning from context and prior knowledge when listening for main ideas | **Teacher**  
- outlines the communication goals of the unit in English  
**Students**  
- make lists in English of Italian foods and drinks they already know  
- listen to and view a representation of a social exchange (without written text) in which young people are discussing the foods and drinks that they like and dislike  
- brainstorm to identify the main ideas in the exchange | Oral responses and group discussion will demonstrate students’ understanding of what they have heard | Teacher observation and oral feedback during discussion of the main ideas in the spoken text |
| the importance of understanding the intention of the speaker/s and the context in interpreting meaning | identify roles of and relationships between participants in text | **Teacher**  
- identify the roles of and relationship between the speakers  
**Students**  
- discuss what is happening in the text, and where the scene takes place | | |
| ways to analyse text structure and locate relevant information in text | identify the purpose of texts and distinguish between the main ideas and supporting detail | **Teacher**  
- identify the specific information by answering questions orally in English  
**Students**  
- discuss what is happening in the text, and where the scene takes place | Accurate identification of specific details | |
| linguistic features of texts, such as conversations, interviews and messages | identify specific information | | | |

24
### Italian Stages 4 and 5: Advice on Programming and Assessment

**Focus: Presentation of food and drink vocabulary**

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ways of conceptualising and representing patterns and systems in language&lt;br&gt;- the importance of tradition to a sense of cultural identity and diversity within the culture</td>
<td>- develop strategies for internalising new language and building on prior knowledge&lt;br&gt;- identify and explain features of traditional and contemporary lifestyle</td>
<td><strong>Teacher</strong>&lt;br&gt;• presents new vocabulary using flashcards of food and drink pictures and models pronunciation&lt;br&gt;<strong>Students</strong>&lt;br&gt;• mimic pronunciation of food and drink items&lt;br&gt;• participate in communicative activities to internalise new vocabulary, eg memory games, matching games, card games&lt;br&gt;• complete a table of food and drink items that would be suitable for breakfast, lunch and dinner&lt;br&gt;• work in groups to select a traditional Italian dish and locate a recipe for that dish using resources from the library or internet&lt;br&gt;• discuss, explain and compare variations in food and drink (traditional and modern/regional)&lt;br&gt;• make a collage of the different recipes for a wall chart to be displayed in the classroom</td>
<td>Correct pronunciation of new vocabulary&lt;br&gt;Oral responses and level of participation in activities will demonstrate how well they recognise and use the vocabulary&lt;br&gt;Correct categorising of vocabulary items&lt;br&gt;Group discussion and identification of cultural differences in food and drink</td>
<td>Teacher observation and oral feedback on pronunciation&lt;br&gt;Teacher observation and oral feedback on knowledge of and ability to use vocabulary&lt;br&gt;Peer observation and oral feedback on the food and drink categories&lt;br&gt;Teacher observation during group discussion and research</td>
</tr>
<tr>
<td>Focus: Presentation and consolidation of language structures – likes/dislikes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students learn about:</strong></td>
<td><strong>Students learn to:</strong></td>
<td><strong>Integrated teaching, learning and assessment activities</strong></td>
<td><strong>Evidence of learning</strong></td>
<td><strong>Feedback</strong></td>
</tr>
</tbody>
</table>
| ways to support effective communication                         | identify ways in which stress, intonation and body language are used to convey meaning | **Teacher**  
- provides models of language structures: *ti piace / piacciono, adori, odi. Si mi piace, no non mi piacciono. Mi piace molto, non mi piace affatto.*  
- explains the specific patterns and rules in sentence construction | Level of participation and performance in activity | Teacher observation and oral feedback on pronunciation, stress, intonations and body language |
| metalanguage to describe the structures and features of language | explore grammatical systems to appreciate how languages work | **Students**  
- identify features of structure such as word order, verb agreements, singular and plural, use of indirect pronoun object, appropriate verb ending  
- practise the structures by completing exercises such as word substitution and classification of information | Class discussion and comments on grammatical structures | Teacher observation and oral feedback on ability to describe language structures and features |
| specific patterns and rules in word construction, word order and sentence structure | identify specific characteristics of the language | **Teacher**  
- identify features of structure such as word order, verb agreements, singular and plural, use of indirect pronoun object, appropriate verb ending  
- practise the structures by completing exercises such as word substitution and classification of information | Correct completion of exercises will demonstrate students’ understanding of word construction, word order and sentence structure | Teacher observation and oral feedback on specific patterns and rules |
<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• linguistic features of texts, such as conversations, interviews and messages</td>
<td>• identify specific information</td>
<td>Assessment for learning activity – Listening and Responding Students  • listen again to the conversations of the group of friends discussing what they love, like, dislike and hate and complete an information-gap activity in English</td>
<td>Completion of the information-gap activity will illustrate students’ understanding of the conversations  The writing of the note will demonstrate students’ ability to respond to spoken text</td>
<td>Teacher’s oral feedback on identification of specific information  Teacher’s written feedback on structure, format and vocabulary, manipulation of known structures and sequencing of ideas</td>
</tr>
<tr>
<td>• the purpose and context of communication and their influence on the choice of structure, format and vocabulary</td>
<td>• plan, draft and edit when constructing text</td>
<td>• imagine that they are inviting these young people to lunch in the near future. They use the information from the information-gap activity worksheet and write a note as a reminder of what to serve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• manipulation of known structures for writing in new contexts  • the importance of the logical development of ideas in constructing text  • the purpose and context of communication and their influence on the choice of structure, format and vocabulary  • verbal and nonverbal links with a conversational partner  • manipulation of known structures for speaking in new contexts  • ways of showing that the purpose of communication has been achieved</td>
<td>• select and incorporate modelled linguistic structures in own writing  • express ideas and provide additional details in a series of linked sentences  • initiate an interaction, eg by greeting, asking a question  • maintain social interactions and communicate appropriately in familiar contexts  • select and incorporate modelled structures when producing own texts  • conclude an interaction using verbal cues and leave-taking</td>
<td>• are given a sheet of paper with food and drink items. Working in pairs, student A initiates a conversation and asks student B whether the/she likes a certain food or drink. Student B responds. Students then swap roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The ability to ask and respond to questions will indicate effective communication</td>
<td>Teacher’s written feedback on pairwork activity</td>
</tr>
</tbody>
</table>
### Focus: Presentation and consolidation of language structures – discussing what you eat and drink

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the structures and features of specific text types in order to interpret key features of the text, such as heading, introduction, visual supports  &lt;br&gt;• the importance of prior knowledge to interpreting meaning in text  &lt;br&gt;• the importance of understanding the intention of the author and the context in interpreting meaning</td>
<td>• skim and scan text to predict meaning  &lt;br&gt;• deduce meaning from context and prior knowledge of the subject matter when reading for gist  &lt;br&gt;• identify roles and relationships between participants in text</td>
<td>Students  &lt;br&gt;• read the text of an interview from a teen magazine between a reporter and some teenagers about their eating habits  &lt;br&gt;• discuss key features of the text, identifying the purpose and overall meaning  &lt;br&gt;• discuss the structure of the interview and identify the roles of and relationships between the participants in the text</td>
<td>Group discussion of features of the text type, text content and roles of and relationships between characters</td>
<td>Teacher observation and oral feedback during discussion on features of specific text types, text content and interview questions/answers</td>
</tr>
</tbody>
</table>

**Teacher**  <br>• models language structures: *Cosa mangi / bevi? Io mangio / lo bevo*  <br>• *È delizioso / non è molto buono*  <br>• provides opportunities for students to mimic models and practise the structures by participating in exercises, eg word substitution
### Italian Stages 4 and 5: Advice on Programming and Assessment

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• specific patterns and rules in word construction, word order and sentence structure</td>
<td>• identify specific characteristics of the language</td>
<td>Students in pairs or groups explore and discuss grammatical structures, to identify specific characteristics of the language such as appropriate verb ending, agreement of adjectives, word order with use of negative</td>
<td>Group discussion will show students’ knowledge and understanding of the new structures</td>
<td>Teacher observation and oral feedback on specific patterns and rules</td>
</tr>
<tr>
<td>• ways of conceptualising and representing patterns and systems in language</td>
<td>• develop strategies for internalising new language and building on prior knowledge</td>
<td>• consolidate knowledge of structures by participating in communicative activities and exercises, both oral and written</td>
<td>Participation in the activities and responses to the exercises</td>
<td>Teacher’s oral feedback during activities, correction of exercises by peers</td>
</tr>
<tr>
<td>• ways to analyse text structure and locate relevant information in text</td>
<td>• identify the purpose in texts and distinguish between the main ideas and supporting detail</td>
<td>• read the interview article again identifying specific information and constructing a graph of the teenagers’ eating habits</td>
<td>Constructing the graph will demonstrate the students’ understanding of specific details in the text</td>
<td>Teacher observation and oral feedback on identification of main ideas and supporting detail</td>
</tr>
<tr>
<td>• linguistic features of texts, such as descriptions, narratives and correspondence</td>
<td>• identify specific information</td>
<td>• plan, draft, and edit when constructing own text</td>
<td>The written survey questions will demonstrate students’ knowledge and understanding of and skills in producing their own texts</td>
<td>Written feedback from the teacher on the survey</td>
</tr>
<tr>
<td>• the purpose and context of communication and their influence on the choice of structure, format and vocabulary</td>
<td>• use available resources to access structures and vocabulary to build a message</td>
<td>• work in pairs to produce a written survey for completion by other students about what they eat and drink for breakfast, lunch and dinner. (Answers will inform them about how to cater for a two-day school Italian language camp)</td>
<td>Students’ menu will demonstrate how well they have analysed the answers to the survey</td>
<td>Peer assessment and teacher’s written feedback on the design of the menu</td>
</tr>
<tr>
<td>• accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text</td>
<td>• select and incorporate modelled linguistic structures in own writing</td>
<td>• use available texts, dictionaries, library resources and/or internet resources to access vocabulary and structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• manipulation of known structures for writing in new contexts</td>
<td>• identify the purpose in texts and distinguish between the main ideas and supporting detail</td>
<td>• analyse the findings of all the groups and design a suitable menu for the camp</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggested extended context: At a restaurant

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>the importance of prior knowledge to interpreting meaning in text</td>
<td>deduce meaning from context and prior knowledge of subject matter when listening for main ideas</td>
<td>Students</td>
<td>Class discussion reflects the students’ understanding of what they have heard</td>
<td>Teacher observation and oral feedback during discussion of the main ideas in the spoken text</td>
</tr>
<tr>
<td>linguistic features of texts, such as conversations, interviews and messages</td>
<td>identify specific information, eg by choosing the correct word</td>
<td></td>
<td>Identification of the customs demonstrates students’ knowledge of aspects of culture</td>
<td>Teacher observation and oral feedback during discussion</td>
</tr>
<tr>
<td>ways of identifying cultural values and practices in observing social interaction among members of the community</td>
<td>recognise the importance of culture and cultural awareness in learning a language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ways in which language and behaviour reflect important aspects of the culture</td>
<td>identify actions, and words and phrases in the language that encapsulate aspects of culture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed</td>
<td>recognise that there are culturally appropriate expressions for particular contexts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>key features of social interactions in diverse contexts</td>
<td>recognise how culturally appropriate language and behaviour are used in formal and informal contexts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>culture-specific expressions</td>
<td>recognise that some words and concepts cannot be literally translated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class discussion reflects the students’ understanding of what they have heard. Identification of the customs demonstrates students’ knowledge of aspects of culture.

Oral responses will demonstrate correct expression, pronunciation and intonation.

Teacher observation and oral feedback during discussion.
### Italian Stages 4 and 5: Advice on Programming and Assessment

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ways to analyse text structure and locate relevant information in text</td>
<td>• identify the purpose of texts and distinguish between the main ideas and supporting detail</td>
<td>• read the menu from the restaurant and locate culture-specific information, eg by answering questions in English</td>
<td>Oral responses identifying specific information</td>
<td>Teacher observation and oral feedback during discussion of the specific information in the written text</td>
</tr>
<tr>
<td>• linguistic features of texts, such as descriptions, narratives and correspondence</td>
<td>• identify specific information</td>
<td>• plan, draft and edit when constructing own text</td>
<td>Production of the advertisement demonstrates students’ ability to use resources to plan and construct their own text</td>
<td>Written feedback from the teacher on the advertisement</td>
</tr>
<tr>
<td>• the purpose and context of communication and their influence on the choice of structure, format and vocabulary</td>
<td>• use available resources to access structures and vocabulary to build a message</td>
<td>• work in pairs to design an advertisement for the restaurant using the information gathered from the spoken text and the restaurant menu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text</td>
<td>• select and incorporate modelled linguistic structures in own writing</td>
<td>• use available texts, dictionaries, library resources and/or internet resources to access vocabulary and structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• manipulation of known structures for writing in new contexts</td>
<td>• produce original text using information and communication technologies, eg word processing, digital images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the use of information and communication technologies for communicative purposes</td>
<td></td>
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</tr>
<tr>
<td>Students learn about:</td>
<td>Students learn to:</td>
<td>Integrated teaching, learning and assessment activities</td>
<td>Evidence of learning</td>
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</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>• appropriate choices made to achieve communication goals</td>
<td>• recognise linguistic choices made according to purpose, eg request</td>
<td><strong>Teacher</strong>&lt;br&gt;- provides models of language structures: <em>Vorrei ... Prendo</em>&lt;br&gt;- explains the use of formality and the importance of audience and how language varies accordingly&lt;br&gt;- provides examples of formality in English&lt;br&gt;- explains the linguistic choices made in order to make a request</td>
<td>Identification of the appropriate grammatical structures&lt;br&gt;Appropriate completion of the exercises and the responses</td>
<td>Teacher observation and oral feedback on appropriate structures&lt;br&gt;Teacher observation and oral feedback on accuracy in the use of structures</td>
</tr>
<tr>
<td>• the importance of recognising audience in communication</td>
<td>• identify ways in which texts vary according to their intended audience, eg informality</td>
<td><strong>Students</strong>&lt;br&gt;- identify the grammatical structures used to make a request&lt;br&gt;- internalise the structures by completing oral and written exercises such as word substitution, practising orally with classmates by requesting and giving meal orders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• specific patterns and rules in word construction, word order and sentence structure</td>
<td>• identify specific characteristics of the language, eg grammatical structures and features</td>
<td><strong>Students</strong>&lt;br&gt;- work in groups to research Italian restaurants on the internet using a <em>webquest</em> activity</td>
<td></td>
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</tr>
<tr>
<td>• collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture</td>
<td>• research and present information on Italian-speaking communities using a range of information and communication technologies, including CD-ROMs and the internet</td>
<td></td>
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</tr>
<tr>
<td>• representations of the culture of Italian-speaking communities in text, film and mass media</td>
<td>• identify generalisations about people and culture, eg questioning stereotypes</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students learn about:</td>
<td>Students learn to:</td>
<td>Integrated teaching, learning and assessment activities</td>
<td>Evidence of learning</td>
<td>Feedback</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>the purpose and context of communication and their influence on the choice of structure, format and vocabulary</td>
<td>plan, draft and edit when constructing own text</td>
<td>name their imaginary restaurant and also design a menu</td>
<td>Production of the menu will demonstrate the student’s ability to use resources to plan and construct their own text</td>
<td>Written feedback from the teacher on the content of menus</td>
</tr>
<tr>
<td>accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text</td>
<td>use available resources to access structures and vocabulary to build a message</td>
<td>use available texts, dictionaries, library resources and/or internet resources to access vocabulary and structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manipulation of known structures for writing in new contexts</td>
<td>select and incorporate modelled linguistic structures in own writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the use of information and communication technologies for communicative purposes</td>
<td>produce original text using information and communication technologies, eg word processing, digital images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the purpose and context of communication and their influence on the choice of structure, format and vocabulary</td>
<td>initiate an interaction, such as by greeting or asking a question</td>
<td>choose roles (customer, restaurant employee) and perform a role-play in a restaurant</td>
<td>Performance of the role-play will demonstrate the students’ ability to establish and maintain communication</td>
<td></td>
</tr>
<tr>
<td>verbal and nonverbal links with a conversational partner</td>
<td>maintain social interactions and communicate appropriately in familiar contexts such as turn-taking, agreeing, acknowledging, replying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>manipulation of known structures for speaking in new contexts</td>
<td>select and incorporate modelled structures when producing own texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ways of showing that the purpose of communication has been achieved</td>
<td>conclude an interaction using verbal cues and leave-taking</td>
<td></td>
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</tr>
</tbody>
</table>

Production of the menu will demonstrate the student’s ability to use resources to plan and construct their own text

Performance of the role-play will demonstrate the students’ ability to establish and maintain communication

Written feedback from the teacher on the content and performance of the role-play
5.1.1 Sample assessment for learning activity: Listening and Responding

Context
This is an introductory activity from a unit of work, midway through Stage 4, about eating and drinking. Students have listened to conversations about food and drink preferences. They have participated in communicative activities to internalise vocabulary and have been given exercises to practise and consolidate their knowledge of new structures. They have learnt vocabulary relating to food and drink and they can identify what they like and dislike.

Outcomes
A student:
4.U.L.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
4.U.L.4 applies a range of linguistic structures to express own ideas in writing
4.M.L.C.1 demonstrates understanding of the importance of appropriate use of language in diverse contexts
4.M.L.C.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Italian.

Description of activity
The class listens to groups of young people discussing their food and drink preferences. Students then complete a comprehension/information-gap activity where they answer the questions. In order to prepare a lunch menu, students use this information to write a note in Italian as a reminder of what each individual prefers. They need to mention the name of the person, the food/drink item and state whether the person likes or dislikes it.

Criteria for assessing learning
(These criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:
- understand the spoken text, by identifying:
  - the main ideas
  - specific information
- create accurate and clear texts, using:
  - correct word order
  - subject/verb agreement
  - choice of appropriate vocabulary
- respond to the conversation they have heard, by:
  - providing information in note form
  - selecting and incorporating modelled linguistic structures
  - writing a series of linked sentences.
Guidelines for marking
The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range:</th>
</tr>
</thead>
</table>
| High        | • understands the main ideas and supporting detail in spoken texts  
               • selects information from a spoken text to express own ideas using modelled linguistic structures and providing additional details  
               • creates clear and original text using relevant structures and vocabulary and applying specific patterns and rules in word construction, word order and sentence structure. |
| Satisfactory| • understands the main ideas and some supporting detail in spoken texts  
               • selects information from a spoken text to express own ideas using modelled linguistic structures  
               • creates original text using relevant structures and vocabulary and applying some specific patterns and rules in word construction, word order and sentence structure. |
| Progressing | • understands some of the main ideas and/or isolated details in spoken texts  
               • selects some information from a spoken text to express own ideas, relying on teacher support and modelled linguistic structures  
               • creates text using a limited range of vocabulary and structures. |

Feedback
Students will receive written feedback from the teacher. Comments will inform students about their ability to:
• identify main ideas and supporting detail in a spoken text
• apply relevant structures and vocabulary to the creation of text
• incorporate specific detail from the spoken text to express their own ideas in writing.

Future directions
If evidence indicates that students have experienced difficulty with the listening and responding activity, teachers may need to adjust subsequent learning experiences through additional modelling of structures and scaffolding to support the construction of text. Students whose performances satisfy the criteria progress to the next activity, where they participate in a role-play conversation about their food and drink preferences.

Resources
The recording of the conversations
The comprehension/information-gap activity worksheet
## 5.2 Stage 5 Sample Unit of Work: Special Occasions – A Birthday Party

<table>
<thead>
<tr>
<th>Learning context: Special Occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> A birthday party</td>
</tr>
</tbody>
</table>

**Unit description:** Learning in this unit focuses on developing students’ skills, knowledge and understanding within the context of planning a birthday party. Students acquire vocabulary, expressions and language structures within this context. Student activities relate to the learn about and learn to statements and form the basis of the unit of work. Students listen, read and respond to texts and learn to experiment with linguistic structures in order to express own ideas.

The assessment for learning activity in bold on page 43 has been described in detail at the end of the unit.

### Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.U.L.1</td>
<td>selects, summarises and analyses information and ideas in spoken texts and responds appropriately</td>
</tr>
<tr>
<td>5.U.L.2</td>
<td>selects, summarises and analyses information and ideas in written texts and responds appropriately</td>
</tr>
<tr>
<td>5.U.L.3</td>
<td>uses Italian by incorporating diverse structures and features to express own ideas</td>
</tr>
<tr>
<td>5.U.L.4</td>
<td>experiments with linguistic patterns and structures in Italian to convey information and to express own ideas</td>
</tr>
<tr>
<td>5.M.LC.1</td>
<td>demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages</td>
</tr>
<tr>
<td>5.M.LC.2</td>
<td>uses linguistic resources to support the study and production of texts in Italian</td>
</tr>
<tr>
<td>5.M.BC.1</td>
<td>explores the interdependence of language and culture in a range of texts and contexts.</td>
</tr>
<tr>
<td>5.M.BC.2</td>
<td>identifies and explains aspects of the culture of Italian-speaking communities in texts.</td>
</tr>
</tbody>
</table>

### Language functions and structures

- Making arrangements, inviting someone to a party, responding to invitations
  
  *Ci incontriamo alle sei. Volete venire alla mia festa stasera? Ci vengo volentieri.*

- Initiating and completing a shopping transaction
  
  *Buongiorno Signora. Grazie del suo aiuto, vorrei/provare.*

- Asking for and choosing an item of clothing
  
  *Vorrei un maglione nero per favore. Quello più grande. Si grazie prendo questo.*

- Asking for and giving specific information (eg size, colour)
  
  *Vorrei una gonna rossa. Di che taglia? / Che misura prende? Avete una più piccola? Quanto costa?*

- Expressing opinions about items prices (cheap/expensive), sizes, colours
  
  *È bello/ brutto, è troppo caro grande/ stretto, mi sta bene, non mi piace*

- Choosing and paying for an item
  
  *Vorrei queste scarpe, quanto costano? La/lo compro/ prendo.*

- Giving compliments
  
  *Ti sta bene. Che bella gonna.*

- Describing party activities
  
  *Balliamo, cantiamo, ci divertiamo, che bella festa, ci sono tanti bei ragazzi.*

- Expressing gratitude
  
  *Grazie mille, grazie dell’invito, non c’è di che.*

### Resources

Cartoon story/visual stimulus, audio tape/CD, birthday invitations, flashcards of clothing items with sizes and prices, price signs, advertisements (in both Italian and English, realia (clothing items), shopping lists, evaluation checklists
### Italian Stages 4 and 5: Advice on Programming and Assessment

#### Focus: Introduction to the unit

<table>
<thead>
<tr>
<th>Students learn about:</th>
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<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| ways in which texts are constructed for specific purposes | identify purpose and distinguish between main points and specific and supporting details in text | **Teacher**  
- outlines the communication tasks of the unit in English  
**Students**  
- brainstorm ideas about what needs to be done when organising a birthday party  
- listen to and view a representation of a social exchange (without written text) at a party  
- discuss the purpose of the exchange and the main ideas  
- identify the main ideas and specific information completing an information-gap activity | Identification of the purpose and main ideas | Teacher observation and oral feedback during discussion of purpose and overall meaning |
| ways of identifying relevant details when listening for specific information | make judgements about the relevance of detail in understanding text | Identification of main ideas and specific details | Teacher observation and oral feedback during discussion of main ideas and specific details |
### Italian Stages 4 and 5: Advice on Programming and Assessment

**Focus: The birthday party invitations**

<table>
<thead>
<tr>
<th>Students learn about:</th>
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<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| - ways in which texts are formatted for particular purposes and effects | - explore the way text content is developed and how ideas and information are sequenced, eg headings | Teacher  
  - distributes examples of birthday party invitations to students  
  - engages students in activities focusing on revision of days of the week, months of the year and the time | Oral responses recognising sequencing and text format | Teacher observation and oral feedback on format and sequencing of information |
| - ways in which texts are constructed for specific purposes | - identify purpose, eg to inform | Students  
  - read the birthday party invitations paying particular attention to the way the text content is developed and the information sequenced | Oral responses identifying the purpose, main ideas and specific details | Teacher observation and oral feedback on purpose and content |
| - ways of identifying relevant details when reading for specific information | - make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text | | Oral responses identifying specific ideas and issues | Teacher observation and oral feedback on relevance of detail |
| - the manipulation of structure, format and choice of vocabulary to achieve specific purposes | - select and incorporate particular structures to achieve specific purposes | | Written responses demonstrating students’ ability to select and incorporate vocabulary and structures in the appropriate format | Written feedback from the teacher on structure, format and vocabulary |
| - resources available to enhance or promote independent learning | - develop skills in accessing appropriate additional information to enhance and expand communication | | | |
| - the importance of being aware of the choices that are made to convey precise meaning | - evaluate the accuracy and appropriateness of structures when constructing and editing text | | | |
### Italian Stages 4 and 5: Advice on Programming and Assessment

**Focus: Shopping for clothes for the party**

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| cultural concepts and ways they are reflected in language and behaviour | identify and analyse ways in which culture is reflected in language use in diverse contexts | **Teacher**  
- presents new vocabulary using flashcards of clothing items, and models pronunciation  
**Students**  
- mimic pronunciation of clothing items and participate in activities to internalise new vocabulary | Correct pronunciation and use of new vocabulary | Teacher observation and oral feedback on pronunciation and use of vocabulary |
| the contributions of diverse cultures to the local and global community | reflect on attitudes and practices that differ from their own | **Teacher**  
- presents flashcards of clothing items, this time showing prices and sizes  
**Students**  
- discuss pricing: ie Euro, Italian-specific sizes 38, 40, 42  
- make comparisons between communities with regard to sizing and prices of clothing items | Group discussion of Italian sizing and pricing systems | Teacher observation and oral feedback during discussion of prices and sizes |
| ways in which texts are formatted for particular purposes and effects | explore the way text content is developed and how ideas and information are sequenced, eg headings, introductory sentences | **Teacher**  
- provides examples of advertisements for various clothing stores  
**Students**  
- work in pairs to read the advertisements and discuss the way the information is sequenced  
- explore the meaning and sequencing of the heading and other relevant sentences | Class discussion of how text content is developed and sequenced | Teacher observation and oral feedback on text content and sequencing |

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## Italian Stages 4 and 5: Advice on Programming and Assessment

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>ways in which texts are constructed for specific purposes</td>
<td>identify purpose, eg to inform, persuade, and distinguish between the main points and specific and supporting details in text</td>
<td>identify the purpose of the text and the main points and specific details</td>
<td>Oral responses will demonstrate level of understanding of the text</td>
<td>Teacher observation and oral feedback on students’ responses to the written text</td>
</tr>
<tr>
<td>ways of identifying relevant details when reading for specific information</td>
<td>make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text</td>
<td>locate relevant details from the text such as price sizes, colours available, sale items</td>
<td>Class discussion and level of participation will show intercultural understanding</td>
<td>Teacher observation and oral feedback on context, purpose and audience</td>
</tr>
<tr>
<td>variations of the message according to context, purpose and audience</td>
<td>reflect on formal and informal language, and when and where it is used</td>
<td>compare the use of language in advertisements between those of Italian-speaking communities and English-speaking communities</td>
<td>Oral responses explaining and analysing linguistic features</td>
<td>Teacher observation and oral feedback on linguistic features and relationships</td>
</tr>
<tr>
<td>ways to analyse and explain features of language in use, and their relationship to the system</td>
<td>analyse aspects of language in order to identify and explain structures and patterns in text</td>
<td>analyse the language used in advertisements and identify and explain the structures that may be used such as imperatives, use of highly descriptive language, abbreviated statements, exclamatory statements</td>
<td>Class discussion and level of participation will show cultural understanding</td>
<td>Teacher observation and oral feedback on identification of cultural influences</td>
</tr>
<tr>
<td>cultural attitudes that add meaning to texts</td>
<td>identify and discuss cultural influences in specific texts, eg advertisements</td>
<td>identify cultural influences in the advertisements and discuss how they add meaning to the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the need for consistent application of grammatical rules and conventions to achieve effective communication</td>
<td>use metalanguage to explain linguistic structures and textual features encountered in text</td>
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<td></td>
</tr>
</tbody>
</table>

40
### Italian Stages 4 and 5: Advice on Programming and Assessment

<table>
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<tr>
<th>Students learn about:</th>
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<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the manipulation of structure, format and choice of vocabulary to achieve specific purposes</td>
<td>• select and incorporate particular structures to achieve specific purposes</td>
<td>• create a promotional flyer for an imaginary clothing store which has the right “look’ for a party. The flyer needs to include a description of the clothing, prices and available sizes</td>
<td>The creation of the flyer will demonstrate students’ ability to experiment with linguistic patterns and structures to express their own ideas in writing</td>
<td>Written feedback from the teacher on the ability to convey information and ideas using appropriate vocabulary and structures</td>
</tr>
<tr>
<td>• variations of the message according to context, purpose and audience</td>
<td>• reflect on formal and informal language, and when and where it is used</td>
<td>• view and listen to a scene of a shopping transaction in a department store or similar place and complete an information-gap activity where students summarise the information</td>
<td>Correct completion of an information-gap activity identifying relevant details</td>
<td>Oral feedback from the teacher on main ideas and specific details</td>
</tr>
<tr>
<td>• the importance of being aware of the choices that are made to convey precise meaning</td>
<td>• evaluate the accuracy and appropriateness of structures when constructing and editing text</td>
<td>• view and listen again to the spoken text and identify and explain the culturally specific behaviours and expressions</td>
<td>Class discussion will show level of understanding of cultural aspects</td>
<td>Oral feedback from the teacher on etiquette and culturally specific expressions</td>
</tr>
<tr>
<td>• cultural concepts and ways they are reflected in language and behaviour</td>
<td>• identify and analyse ways in which culture is reflected in language use in diverse contexts</td>
<td>• make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• cultural attitudes that add meaning to texts</td>
<td>• identify and discuss cultural influences in specific texts eg advertisements</td>
<td>• analyse the use of words or expressions with particular cultural significance in Italian texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ways in which texts are structured for specific purposes</td>
<td>• identify purpose and distinguish between main points and specific details in text</td>
<td>• recognise appropriate intercultural behaviour in diverse settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ways of identifying relevant details when listening for specific information</td>
<td>• make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text</td>
<td>• analyse the use of words or expressions with particular cultural significance in Italian texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• etiquette and ethical behaviour associated with cross-cultural communication</td>
<td>• view and listen again to the spoken text and identify and explain the culturally specific behaviours and expressions</td>
<td>• make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• idioms, colloquialisms, register and formality in language use</td>
<td>• recognise appropriate intercultural behaviour in diverse settings</td>
<td>• make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text</td>
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</tr>
</tbody>
</table>

**Written feedback from the teacher on the ability to convey information and ideas using appropriate vocabulary and structures**

**Oral feedback from the teacher on main ideas and specific details**

**Oral feedback from the teacher on etiquette and culturally specific expressions**
**Italian Stages 4 and 5: Advice on Programming and Assessment**

<table>
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<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• the manipulation of structure, format and choice of vocabulary to achieve specific purposes</td>
<td>• select and manipulate particular structures to achieve specific communication goals</td>
<td>• work in groups to role-play a shopping transaction in an imaginary clothing store, about the purchase of an item to wear to a birthday party</td>
<td>Performance of the role-play will indicate students’ ability to use Italian to express their own ideas</td>
<td>Teacher and peer assessment via a checklist with specific criteria that includes appropriate greetings, asking for the items, giving details of size/colour/price, commenting on the size/colour/price, giving compliments, completing the transaction</td>
</tr>
<tr>
<td>• the application of known linguistic structures in new contexts</td>
<td>• reconstruct information from a range of sources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• variations of the message according to context</td>
<td>• reflect on formal and informal language, and when and where it is used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the importance of being aware of the choices made to convey precise meaning</td>
<td>• evaluate the accuracy and appropriateness of structures when constructing and editing text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• etiquette and ethical behaviour associated with cross-cultural communication</td>
<td>• recognise appropriate intercultural behaviour in diverse settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• idioms, colloquialisms, register and formality in language use</td>
<td>• explain the use of words or expressions with particular cultural significance in Italian texts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Focus: Selecting a present

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
</table>
| • ways in which texts are formatted for particular purposes and effects | • explore the way text content is developed and how ideas and information are sequenced, eg paragraphing | Students  
• brainstorm vocabulary for items that would be suitable gifts | The written response to the email | Written feedback from the teacher on responses |
| • ways in which texts are constructed for specific purposes | • identify purpose and distinguish between main points and specific and supporting details in text | Teacher  
• provides models of language structures relating to giving opinions and stating preferences  
• provides opportunities for students to mimic models and practise the structures by participating in oral and written exercises such as word substitution | | |
| • ways of identifying relevant details when reading for specific information | • make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to text | Assessment for learning activity – Reading and Responding  
Students  
• read an email from a friend which details suggestions for possible gift ideas for another friend’s birthday  
• write an email in response, giving an opinion about each of the gift ideas and then expressing a preference | | |
### Focus: At the birthday party

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
<th>Integrated teaching, learning and assessment activities</th>
<th>Evidence of learning</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>ways of identifying relevant details when listening for specific information</td>
<td>ways of identifying relevant details when listening for specific information</td>
<td>• make judgements about the relevance of details in understanding text, eg extracting ideas and issues referred to in text</td>
<td>Written summaries with appropriate reconstruction of information</td>
<td>Written feedback from the teacher on the summaries</td>
</tr>
<tr>
<td>the application of known linguistic structures in new contexts</td>
<td>the application of known linguistic structures in new contexts</td>
<td>• reconstruct information from a range of sources, eg summarising information</td>
<td>Relevance of oral commentary to the visual cue</td>
<td>Written feedback from peers on relevance of oral commentary to the visual cue</td>
</tr>
<tr>
<td>resources available to enhance or promote independent learning</td>
<td>resources available to enhance or promote independent learning</td>
<td>• develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, word lists, grammar references</td>
<td>Appropriate use of structure, format and vocabulary in the letter</td>
<td>Written feedback from the teacher on structure, format and vocabulary</td>
</tr>
<tr>
<td>the manipulation of structure, format and choice of vocabulary to achieve specific purposes</td>
<td>the manipulation of structure, format and choice of vocabulary to achieve specific purposes</td>
<td>• select and incorporate particular structures to achieve specific purposes, eg use of appropriate tense for recounting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students**
- listen to the social exchange of the party scene without the visual support
- take notes in English about what is happening at the party
- write a summary of the information in Italian, giving details about such things as what each person at the party is doing and wearing
- present an oral commentary in Italian, using a visual cue as a prompt, eg one scene of a cartoon story or video

**Teacher**
- presents models of language structures relating to use of the past tense
- provides opportunities for students to mimic models and practise the structures by participating in oral and written exercises such as word substitution

**Students**
- write a letter about the birthday party to one of their classmates who is on exchange in Italy and could not attend the party
5.2.1 Sample assessment for learning activity: Reading and Responding

Context
This activity occurs in the middle of a unit of work that students undertake midway through Stage 5. Students are organising a birthday party for a friend. They have made plans for the party that have included sending out invitations and organising what to bring to the party. They have participated in role-play activities in shopping situations, to choose outfits to wear to the party. They have learnt vocabulary relating to gift ideas and participated in activities that have enabled them to internalise structures needed to state opinions. They now respond to an email from a friend, who makes suggestions regarding the birthday gift.

Outcomes
A student:
5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
5.UL.4 experiments with linguistic patterns and structures in Italian to convey information and to express own ideas
5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MLC.2 uses linguistic resources to support the study and production of texts in Italian.

Description of activity
Students are trying to decide what to buy their friend for his/her birthday. They receive an email from a friend, with detailed suggestions for possible gift ideas. Students read the email and write an email in response, giving an opinion about each of the gift ideas and then expressing a preference.

Criteria for assessing learning
(The criteria would normally be communicated to students with the activity.)

Students will be assessed on their ability to:
- select, summarise and analyse information in a written text, by:
  - distinguishing between main points, specific and supporting detail
- convey information and express own ideas, by:
  - selecting and incorporating particular linguistic structures for a specific purpose
- demonstrate effective communication in a clear and cohesive text, by:
  - applying grammatical rules and conventions consistently
  - making linguistic choices to enhance intended meaning.
Guidelines for marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8–10</td>
<td>• selects information from the written text and responds using relevant detail</td>
</tr>
<tr>
<td>(High)</td>
<td>• creates an effective text using a range of linguistic patterns and structures to</td>
</tr>
<tr>
<td></td>
<td>convey information and express own ideas for a specific purpose</td>
</tr>
<tr>
<td></td>
<td>• applies grammatical rules and conventions to the development of clear and cohesive</td>
</tr>
<tr>
<td></td>
<td>text</td>
</tr>
<tr>
<td>4–7</td>
<td>• selects information from the written text and responds using some relevant detail</td>
</tr>
<tr>
<td>(Satisfactory)</td>
<td>creates a text using some linguistic patterns and structures to convey information and express own ideas for a specific purpose</td>
</tr>
<tr>
<td></td>
<td>• applies grammatical rules and conventions to the development of cohesive text.</td>
</tr>
<tr>
<td>1–3</td>
<td>• selects some details from the written text and responds, relying on teacher support</td>
</tr>
<tr>
<td>(Progressing)</td>
<td>creates a text using a limited range of linguistic patterns and structures to convey information and express own ideas</td>
</tr>
<tr>
<td></td>
<td>• applies grammatical rules and conventions to the development of text, relying on teacher support and modelled linguistic structure.</td>
</tr>
</tbody>
</table>

Feedback

Students will receive written feedback from the teacher. Comments will inform students about their ability to:

- select, summarise and analyse information for use in a response
- convey information and express ideas in Italian in an email
- use particular vocabulary and structures to give opinions about gift ideas and express a preference.

Future directions

If evidence indicates that students have experienced difficulty with the activity, teachers may need to adjust learning experiences through additional modelling of structures, and scaffolding to support comprehension of written text and construction of the written response. Students whose performances satisfy the criteria progress to related activities where, for example, they role-play the purchase of a gift, plan an imaginary birthday party, participate in role-play at the party, then write a letter about the party to a friend such as a class member who is currently on exchange in Italy.

Resources

The stimulus email