

Unit 4.1 Assessment activity 2: Making boomerangs and clapsticks Background information for teachers

Description of activity

Students listen to and follow the teacher's spoken instructions in order to use the provided materials to make their own boomerangs and clapsticks. They take digital photos of the steps in the process; and then sequence the photos and match each procedural text language card with each relevant photo. While students are working individually on their written procedural texts, the teacher assesses each student's listening and speaking skills, using the photos for procedural steps for boomerang and clapstick making.

Context

Students have undertaken a unit of work about Wangkumarra people and language and the Bourke connection. They have listened to, read and responded to a range of spoken and written texts about this theme. Students have been introduced to relevant vocabulary and structures for using language to describe the making of boomerangs and clapsticks. Teaching and learning experiences have included discussion of Wangkumarra culture and knowledge of country, as well as communicative activities to internalise new vocabulary and consolidate knowledge of new grammatical structures. The boomerangs and clapsticks, along with the procedural texts for making these items, will be displayed at Family Day. This assessment activity takes place at the end of Term 1.

Areas for Assessment

Using language
Making linguistic connections

Outcomes

A student:

- | | |
|---------|--|
| 4.UL.1 | demonstrates understanding of the main ideas and supporting details in spoken texts and responds appropriately |
| 4UL.3 | establishes and maintains communication in familiar situations |
| 4.MLC.1 | demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts |

Criteria for assessing learning

Students will be assessed on their ability to:

- listen, understand and respond appropriately to spoken procedural texts
- select and incorporate modelled vocabulary and language structures
- make appropriate linguistic choices to achieve communication goals

**Assessment activity Unit 4.1: Making boomerangs and clapsticks
Notice to students**

Bourke High School 2009

Subject: Wangkumarra Language, Stage 4	Name of activity: Making boomerangs and clapsticks
Due Date: Term 1, Week 10	Marks: /15

Description of activity

In this assessment activity you will listen to and follow the teacher's spoken instructions in order to use the provided materials to make your own boomerangs and clapsticks. The class will take digital photos of the steps in the process; and then you will sequence the photos and match each procedural text language card with each relevant photo. While your classmates are working individually on their written procedural texts, the teacher will assess your listening and speaking skills, using the photos for the procedural steps for boomerang and clapstick making.

Advice on completing this activity

To complete this activity use the resources in your portfolio/workbook. Review all of the worksheets and handouts related to verb forms in Wangkumarra and key vocabulary for materials required for making boomerangs and clapsticks.

Your boomerangs and clapsticks will be part of a class display for Family Day, along with your written procedural text incorporating Wangkumarra vocabulary and structures you have learned in this unit of work.

Marking Criteria:

You will be assessed on your ability to:

- listen, understand and respond appropriately to your teacher's spoken procedures for making boomerangs and clapsticks
- give spoken instructions to your teacher for each of the digital photos representing the various steps for making boomerangs and clapsticks
- make appropriate linguistic choices (including relevant vocabulary and accurate grammatical structures) to achieve the communication goals of following and giving instructions.

The marking guidelines for this assessment activity are provided. Your teacher will use these guidelines to mark your work and give you feedback. Read the guidelines carefully so that you know what to do to get a good mark for this assessment activity. Feel free to ask your teacher if you have any questions about the activity.

Marking guidelines

Student name: _____

You have:	Mark range
<ul style="list-style-type: none">• listened and responded accurately to a spoken procedure• given spoken instructions accurately• selected and used many relevant Wangkumarra vocabulary items and accurate grammatical structures for following and giving instructions.	12-15
<ul style="list-style-type: none">• listened and responded with minimal errors to a spoken procedure• given spoken instructions with minimal errors• selected and used some relevant Wangkumarra vocabulary items and accurate grammatical structures for following and giving instructions.	8-11
<ul style="list-style-type: none">• listened and responded with some errors to a spoken procedure• given spoken instructions with some errors• selected and used basic relevant Wangkumarra vocabulary items and accurate grammatical structures for following and giving instructions.	4-7
<ul style="list-style-type: none">• listened and responded with several errors to a spoken procedure• given spoken instructions with several errors• selected and used few relevant Wangkumarra vocabulary items and accurate grammatical structures for following and giving instructions.	1-3

Teacher comments and feedback

Things you have done well

Things to think about for next time
