



Sample assessment task	
Year level	2
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Kanji no suuji</i> かんじのすうじ (Kanji numbers)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to age and counting the number of people, using <i>kanji</i>.</p> <p>The task also demonstrates their skills in comprehending written text by matching <i>kanji</i> number characters and other characters to their meaning, or circling the required information in written Japanese sentences.</p>
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend written Japanese and convey factual information about what they have read.
Assessment strategy	Short response – read for information in a written text
Evidence to be collected	Completed task sheet
Suggested time	20 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b> Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p><b>Understanding</b> Recognise and copy a few high-frequency <i>kanji</i> and <i>kana</i>, such as numbers and pictographs (basic, high frequency <i>kanji</i> where the picture reflects the meaning) such as 山、川、口、目、上</p> <p>Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>beginning to use counters in Japanese, for example, ~人、~さい、.</li> </ul>

Task preparation	
<b>Prior learning</b>	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"> <li>grammatical elements, including: <i>kanji</i> numbers 1–10 and <i>kanji</i> 才、人.</li> </ul>
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.
Assessment task	
<b>Assessment conditions</b>	This task is to be completed by the student working individually.
<b>Resources</b>	Task sheet

## Instructions for teacher

Prior to administering the task, students will need to be:

- taught grammatical elements, including:
  - *kanji* numbers 1–10
  - exposed to the *kanji* 才、人.

## Task

Provide students with the task sheet.

Explain that for questions 1 to 8 students will need to draw a line connecting the *kanji* characters to their meaning. Students must ensure that their lines clearly show which boxes they are connecting.

For questions 9 and 10 students will need to circle the specific characters in the sentences that matches the English sentences.

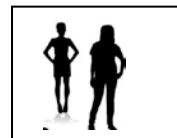
Instructions to students

Kanji no suuji かんじのすうじ

Draw a line connecting the *kanji* character to its meaning.

1. 三人

5



2. 五



3. 七

7

4. 一人



5. 四人

6. 十



7. 二人

10

8. 四

4

9. In the sentence below circle the characters which mean '4 people'.

かぞく は 四人 です。

10. In the sentence below circle the characters which mean '6 years old'.

六才 です。

**Marking key**

Draw a line connecting the *kanji* character to its meaning

1. 三人

2. 五

3. 七

4. 一人



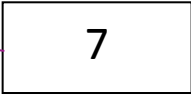


5. 四人

6. 十

7. 二人

8. 四

5



7

10

4

9. In the sentence below circle the characters which mean '4 people'.





かぞく は 四人 です。

10. In the sentence below circle the characters which mean '6 years old'.

六才 です。

## Sample marking key

### Kanji numbers

Description		Marks
Questions 1–10		
1.		1
2.	5	1
3.	7	1
4.		1
5.		1
6.	10	1
7.		1
8.	4	1
9.	かぞく は <b>四人</b> です。 Both characters must be circled.	1
10.	<b>六才</b> です。 Both characters must be circled.	1
<b>Total</b>		<b>10</b>

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