



## Sample assessment task

<b>Year level</b>	2
<b>Learning area</b>	Languages
<b>Subject</b>	Japanese: Second Language
<b>Title of task</b>	<i>Kyoushitsu</i> きょうしつで (In the classroom)

## Task details

<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to classroom objects.</p> <p>In Part A, they also demonstrate their skills in comprehending spoken text and convey the information by recognising and selecting the appropriate images.</p> <p>In Part B, they demonstrate their skills in speaking Japanese by participating in a role play with the teacher to give and receive classroom objects.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to comprehend spoken Japanese, and convey in written form information on classroom instructions. It also establishes information on their ability to make simple requests for common classroom objects, and respond to requests for these objects.
<b>Assessment strategy</b>	<p>Short response – listen for information in a spoken text</p> <p>Oral performance – participate in a role play</p>
<b>Evidence to be collected</b>	<p>Completed task sheet</p> <p>Audio-visual recording of the role play</p>
<b>Suggested time</b>	<p>Part A – 15 minutes</p> <p>Part B – 2-3 minutes</p>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Communicating</b></p> <p>Participate in guided group activities, simple tasks, transactions and games, using simple, repetitive language</p> <p>Respond to teacher talk and instruction</p> <p>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>Convey factual information about their personal worlds using simple statements, modelled language and support materials</p> <p><b>Understanding</b></p> <p>Reproduce sounds, rhythms and intonation patterns of spoken Japanese</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>using some culturally specific parallel phrases related to giving and receiving, for example, どうぞ ; ありがとう.</li> </ul>
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<b>Task preparation</b>	
<b>Prior learning</b>	Students have prior knowledge of and exposure to: <ul style="list-style-type: none"> <li>• vocabulary and grammatical structures relating to classroom objects, classroom commands and making requests.</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.
<b>Assessment task</b>	
<b>Assessment conditions</b>	Part A is to be completed by the student working individually. The role play in Part B will take place between the teacher (or another speaker of Japanese) and the student.
<b>Resources</b>	Task sheet Transcript of spoken text Shopping list stimulus cards Tray with set of classroom objects Recording device

## Instructions for teacher

Prior to administering this task students will need to:

- be taught the vocabulary for classroom objects, including えんぴつ、いろえんぴつ、じょうぎ、のり、はさみ、けしゴム、えんぴつけずり、ふでばこ、ペン、ほん（本）、ノート、いす、つくえ、まど、ドア
- practise grammatical elements, including:
  - making requests and giving objects using ～をください、どうぞ、ありがとう
  - following the classroom commands たって、すわって、きいて、みて、よんで、かいて、あけて、しめて、しずか に して
- be taught the textual conventions of a role play, and provided with opportunities to practise them.

## Task

### Part A: In the classroom

Provide students with Part A of the task.

### Task administration script

#### READ ALOUD

Here is for today's task sheet. I am going to say a number. Look for the number on your sheet. I will then say a phrase in Japanese. I would like you to circle the picture that matches what you hear me say.

#### READ ALOUD

1. たって ください。

Read the statement again.

Read the statement a third time if requested.

#### READ ALOUD

2. かいて ください。

Read the statement again.

Read the statement a third time if requested.

#### READ ALOUD

3. みて ください。

Read the statement again.

Read the statement a third time if requested.

#### READ ALOUD

4. しずか に して ください。

Read the statement again.

Read the statement a third time if requested.

#### READ ALOUD

5. すわって ください。

Read the statement again.

Read the statement a third time if requested.

#### READ ALOUD

6. きいて ください。

Read the statement again.

Read the statement a third time if requested.

## Part B: Role play

Students will participate in a role play shopping game with the teacher.

Prepare a tray with the following items: pencil, scissors, glue, eraser, ruler, pencil sharpener, pen and book.

Have a copy ready of Shopping List (1) for the teacher, and Shopping List (2) for the student.

Explain to students that together you will play a shopping game. You will be the customer first, and ask the student to be the shopkeeper.

Reverse your roles and allow the student to play the role of the customer.

The teacher goes first, asking the student for the items on the teacher's list:

「えんぴつ を ください」。

(Student should reply 「はい、どうぞ」 or 「どうぞ」, while offering the correct item).

「のり を ください」。

「じょうぎ を ください」。

Teacher should answer 「ありがとう」 as each item is offered.

Reverse your roles and give the student their shopping list.

The student then asks for each of the items on their list.

Teacher should offer the correct item and say 「どうぞ」 or 「はい、どうぞ」。

「はさみ を ください」。

「けしごむ を ください」。

「ほん を ください」。





Instructions to students


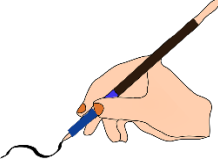


Kyoushitsu de きょうしつで




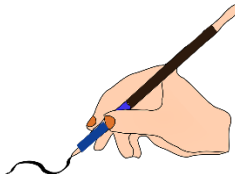
Part A: In the classroom





Look at the pictures. Listen to the teacher.





Draw a circle around the picture which best matches what you hear.

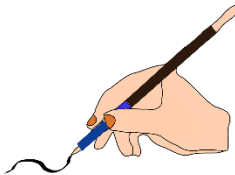



1.				
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2.				
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3.				
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4.				
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5.				
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6.				
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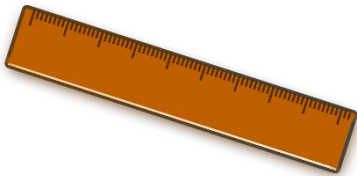
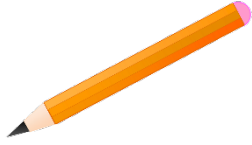
## **Part B: Role play**

Take part in a shopping game with your teacher.

1. Your teacher will play the role of the customer first, and you will be the shopkeeper. The teacher will ask for the items on their shopping list. As the shopkeeper you will offer the teacher the correct items.
2. Once the teacher has finished requesting items on their shopping list you will swap roles. This time you will play the role of the customer and your teacher will be the shopkeeper. Use your shopping list to request items from your teacher.

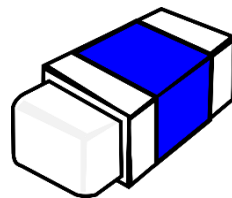
## Shopping list 1

せんせい の かいもの



## Shopping list 2

かいもの



## Image acknowledgements

### Part A:

Image: Stand up. (n.d.). Retrieved February, 2016, from [www.cliparthut.com/stand-up-clipart-usfb00.html](http://www.cliparthut.com/stand-up-clipart-usfb00.html)  
In the public domain.

Image: Sit down. (n.d.). Retrieved February, 2016, from <http://www.cliparthut.com/sit-down-clipart-euVE0e.html>  
In the public domain.

Image: ClkerFreeVectorImages. (2014). [Eyes]. Retrieved February, 2016, from <https://pixabay.com/en/eyes-blue-drawing-isolated-look-309416/>  
In the public domain.

Image: ClkerFreeVectorImages. (2012). [Ear]. Retrieved February, 2016, from <https://pixabay.com/en/ear-listen-hear-gossip-sound-25595/>  
In the public domain.

Image: ClkerFreeVectorImages. (2012). [Ear]. Retrieved February, 2016, from <https://pixabay.com/en/ear-listen-hear-gossip-sound-25595/>  
In the public domain.

Image: ClkerFreeVectorImages. (2012). [Quiet emoticon]. Retrieved February, 2016, from <https://pixabay.com/en/emoticon-quiet-quiet-shoo-25532/>  
In the public domain.

Image: ClkerFreeVectorImages. (2012). [Writing]. Retrieved February, 2016, from <https://pixabay.com/en/pen-ink-hand-hold-writing-29341/>  
In the public domain.

Image: OpenClipartVectors. (2013). [Open book]. Retrieved February, 2016, from <https://pixabay.com/en/book-read-open-published-write-147292/>  
In the public domain.

### Part B:

Image: Tumisu. (2014). [Orange pencil]. Retrieved February, 2016, from <https://pixabay.com/en/pencil-pen-write-pencil-drawing-913101/>  
In the public domain.

Image: ClkerFreeVectorImages. (2014). [Glue bottle]. Retrieved February, 2016, from <https://pixabay.com/en/glue-bottle-orange-blue-fluid-306757/>  
In the public domain.

Image: ClkerFreeVectorImages. (2014). [Ruler]. Retrieved February, 2016, from <https://pixabay.com/en/ruler-straight-edge-maths-tool-307475/>  
In the public domain.

ClkerFreeVectorImages. (2012). [Scissors image]. Retrieved February, 2016, from <https://pixabay.com/en/scissors-shears-pair-of-scissors-33524/>  
In the public domain.







Image: ClkerFreeVectorImages. (2012). [Blue and white eraser]. Retrieved February, 2016, from <https://pixabay.com/en/eraser-rubber-erase-office-tools-34105/>  
In the public domain.

Image: ClkerFreeVectorImages. (2012). [Books image]. Retrieved February, 2016, from <https://pixabay.com/en/book-education-books-reference-25155/>  
In the public domain.



## Sample marking key

### Part A: In the classroom

Description	Marks
Questions 1–6	
1. 	1
2. 	1
3. 	1
4. 	1
5. 	1
6. 	1
<b>Subtotal</b>	<b>6</b>
<b>Part A total</b>	
<b>6</b>	

### Part B: In the classroom – role play

Description	Marks
List 1 – Item 1	
Offers correct item and says どうぞ or similar.	2
Offers correct item but does not name it/names it incorrectly.	1
Does not offer an item or offers an incorrect item.	0
<b>Subtotal</b>	<b>2</b>
List 1 – Item 2	
Offers correct item and says どうぞ or similar.	2
Offers correct item but does not name it/names it incorrectly.	1
Does not offer an item or offers an incorrect item.	0
<b>Subtotal</b>	<b>2</b>
List 1 – Item 3	
Offers correct item and says どうぞ or similar.	2
Offers correct item but does not name it/names it incorrectly.	1
Does not offer an item or offers an incorrect item.	0
<b>Subtotal</b>	<b>2</b>

Description	Marks
<b>List 2 – Item 1</b>	
Asks for the correct item in a correctly formulated request, and replies with 「ありがとう」.	3
Asks for correct item in a correctly formulated request.	2
Names the item, but does not use a full sentence.	1
Does not request an item or requests an incorrect item.	0
<b>Subtotal</b>	<b>3</b>
<b>List 2 – Item 2</b>	
Asks for the correct item in a correctly formulated request, and replies with 「ありがとう」.	3
Asks for the correct item in a correctly formulated request.	2
Names the item, but does not use a full sentence.	1
Does not request an item or requests an incorrect item.	0
<b>Subtotal</b>	<b>3</b>
<b>List 2 – Item 3</b>	
Asks for the correct item in a correctly formulated request, and replies with 「ありがとう」.	3
Asks for correct item in a correctly formulated request.	2
Names the item, but does not use a full sentence.	1
Does not request an item or requests an incorrect item.	0
<b>Subtotal</b>	<b>3</b>
<b>Pronunciation</b>	
Pronounces words and phrases accurately.	3
Pronounces most words accurately.	2
Poor pronunciation makes comprehensions difficult.	1
<b>Subtotal</b>	<b>3</b>
<b>Part B total</b>	<b>18</b>
<b>Total</b>	<b>24</b>