



Sample assessment task	
Year level	3
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Isshuukan</i> いっしゅうかん (One week)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to days of the week.</p> <p>In Part A, they also demonstrate their skills in comprehending written text by reading a series of <i>kanji</i> characters, and convey the information by matching them with the English translation and the image representing their meaning.</p> <p>In Part B, they demonstrate their skills in comprehending spoken text, and convey the information by recognising and writing key words in the text in English.</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 and spoken text, locate specific information and convey information related to the days of the week.
Assessment strategy	Short response – read for information in a written text Short response – listen for information in a spoken text
Evidence to be collected	Completed task sheet
Suggested time	Part A – 10–15 minutes Part B – 15 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Understanding Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> understanding the rules of Japanese word order (subject + object + verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in formulaic expressions, for example, <i>noun が すき です</i> understanding time words associated with days of the week, months of the year and seasons.
Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> vocabulary, including, days of the week, common sports and activities, for example, <i>～を します</i> sentence structures, such as <i>day に activity を します</i>.

Assessment differentiation	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	
Assessment conditions	Task is to be completed by students working individually.
Resources	Task sheet Transcript of spoken text

Instructions for teacher

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

- taught vocabulary, including, days of the week, common sports and activities, for example, ～を します
- taught sentence structures such as day に activity を します.

Task

Part A: Reading いっしゅうかん

Provide students with Part A of the task.

The task requires students to join each day of the week in English to its matching *kanji*, then join the *kanji* to the picture that represents its meaning.

Before administering the task discuss the pictures in the third column, to ensure that students understand what it represents (moon, water, fire, sun, dirt, tree, gold).

Part B: Listening なんようび に しますか

Provide students with Part B of the task.

Read through the phrases/sentences twice before moving on to the next question.

Each phrase/sentence may be read a third time, to the whole class, if requested.

Students are to complete the task sheet with the required information in English.

Task administration script

READ ALOUD

Please look at your task sheet. I will read six sentences about the activities pictured on your sheet. Listen carefully to find out which day of the week each activity is done. Write the day of the week in the second column. Please write your answers in English.

I will read each sentence twice.

READ ALOUD

Number one: 水ようび に バスケットボール を します。

Read the statement again.

Read the statement a third time if requested.

READ ALOUD

Number two: 金ようび に サッカー を します。

Read the statement again.

Read the statement a third time if requested.

READ ALOUD

Number three: 火요일に ピアノ を ひきます。

Read the statement again.

Read the statement a third time if requested.

READ ALOUD

Number four: 月요일に すいえい を します。

Read the statement again.

Read the statement a third time if requested.

READ ALOUD

Number five: 木요일に テニス を します。

Read the statement again.

Read the statement a third time if requested.

READ ALOUD

Number six: 日요일に ピクニックに いきます。

Read the statement again.

Read the statement a third time if requested.

Instructions to students

One week いっしゅうかん

Part A: Reading

Join each day of the week in English to its match in *kanji*, and then join each *kanji* to its picture meaning.

English

1. Monday

2. Tuesday

3. Wednesday

4. Thursday

5. Friday

6. Saturday

7. Sunday

kanji

水

月

火

金

木

日

土

Picture

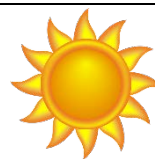


Image acknowledgements

Part A:

Image: Liftarn. (2010). Heraldic crescent. Retrieved February, 2016, from <http://cliparts.co/clipart/2537393>

In the public domain.

[Raindrops image]. (n.d.). Retrieved February, 2016, from

<http://www.clipartbest.com/clipart-yikeb76yT>

In the public domain.

ClkerFreeVectorImages. (2014). [Fire image]. Retrieved February, 2016, from

<https://pixabay.com/en/fire-flame-hot-burning-burn-heat-312258/>

In the public domain.

Image: Ivak. (2007). Decorative sun. Retrieved February, 2016, from

<https://openclipart.org/detail/3367/decorative-sun>

In the public domain.

Image: ClkerFreeVectorImages. (2012). [Dirt and shovel on tarpaulin]. Retrieved February, 2016, from

<https://pixabay.com/en/pile-of-dirt-mound-of-dirt-tarp-36815/>

In the public domain.

Image: IO-Images. (2016). [Fir tree]. Retrieved February, 2016, from

<https://pixabay.com/en/fir-christmas-tree-christmas-tree-1096466/>

In the public domain.

Image: Netalloy. (2011). Gold. Retrieved February, 2016, from

<https://openclipart.org/detail/139009/gold>

In the public domain.

Part B: Listening

Listen to the teacher to find out on which day of the week each activity is done. Write your answer in English.

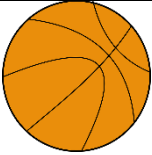


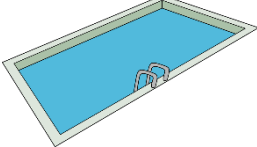


Activity	Day of the Week
1. 	
2. 	
3. 	
4. 	
5. 	
6. 	

Image acknowledgements

Part B:

Image: ClkerFreeVectorImages. (2014). [Basketball]. Retrieved February, 2016, from <https://pixabay.com/en/basketball-ball-orange-sports-297153/>
In the public domain.

[Soccer ball image]. (n.d.). Retrieved February, 2016, from www.clipartbest.com/clipart-RiAAbKXrT
In the public domain.

Image: Nicubunu. (2007). Keys. Retrieved February, 2016, from <https://openclipart.org/detail/3108/keys>
In the public domain.








[Swimming pool image]. (n.d.). Retrieved February, 2016, from <http://www.cliparthut.com/swimming-pool-clip-art-clipart-YXKCrX.html>
In the public domain.

Image: ClkerFreeVectorImages. (2014). [Tennis racquet]. Retrieved February, 2016, from <https://pixabay.com/en/tennis-racket-drawing-isolated-309617/>
In the public domain.

Image: ClkerFreeVectorImages. (2014). [Basket]. Retrieved February, 2016, from <https://pixabay.com/en/basket-picnic-brown-handles-wicker-310061/>
In the public domain.

Sample marking key

Part A: Reading

Description		Marks
Questions 1–7		
1. 月		1 + 1
2. 火		1 + 1
3. 水		1 + 1
4. 木		1 + 1
5. 金		1 + 1
6. 土		1 + 1
7. 日		1 + 1
Subtotal		14
Part A total		14

Part B: Listening

Description		Marks
Questions 1–6		
1. Wednesday		1
2. Friday		1
3. Tuesday		1
4. Monday		1
5. Thursday		1
6. Sunday		1
Subtotal		6
Part B total		6
Total		20