



Sample assessment task	
Year level	4
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Ichi nichi</i> いちにち (My day)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their daily routine and telling the time.</p> <p>In Part A, they also demonstrate their skills in comprehending spoken text to convey information in short answer responses.</p> <p>In Part B, they demonstrate their skills in writing sentences in Japanese script about a typical daily schedule.</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 spoken text and convey factual information on activities and time. It also establishes information on their ability to write in Japanese, using simple descriptive or expressive modelled language to exchange information about their daily routine.
Assessment strategy	<p>Short answer – listen for information in spoken text</p> <p>Short answer – write short responses</p>
Evidence to be collected	Completed task sheets
Suggested time	<p>Part A – 15 minutes</p> <p>Part B – 30 minutes</p>
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, <i>いいえ iie</i> for 'no' and <i>いえ ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Learn to read and write words using <i>hiragana</i></p> <p>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"> <li>telling time using <i>～じ/ ～じはん</i> です。なんじ です か?</li> </ul>

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>• a variety of texts related to daily schedule</li> <li>• context-related vocabulary, including: telling time on the hour and half hour, for example, 6じ、4じはん</li> <li>• grammatical elements, including: verbs for daily routine , for example, おきます、ねます、たべます、がっこうにいきます、あそびます、べんきょうします、おんがくをききます、ほんをよみます、テレビをみます; the grammatical structure <i>time</i> に <i>verb</i> (in <i>masu</i> form), for example, 7じ に おきます.</li> </ul>
Assessment differentiation	<p>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.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	Task is to be completed by the student working individually.
Resources	<p>Task sheet</p> <p><i>hiragana</i> chart (for Part B)</p>

## Instructions for teacher

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

- taught context-related vocabulary, including:
  - how to tell time on the hour and half hour, for example, 6 じ、4 じはん
- taught grammatical elements, including:
  - the verbs for daily routine, for example, おきます、ねます、たべます、がっこうにいきます、あそびます、べんきょうします、おんがくをききます、ほんをよみます、テレビをみます
  - the grammatical structure *time* に *verb* (in *masu* form), for example, 7 じ に おきます.

## Task

### Part A

Provide students with Part A of the task.

The students sit at individual desks with a pencil and eraser.

Read each statement twice. Read statements an additional time if requested.

Students are to fill in the required information on the task sheet in English.

### Task administration script

#### READ ALOUD

Please look at your task sheet. I will read in Japanese five time phrases. Listen carefully and then write the times, in numerals, on the digital clocks.

A じ

Read the statement a second time.

Pause for students to write their responses.

Read the statement a third time if requested.

#### READ ALOUD

B くじ

Read the statement a second time.

Pause for students to write their responses.

Read the statement a third time if requested.

#### READ ALOUD

C じゅうじはん

Read the statement a second time.

Pause for students to write their responses.

Read the statement a third time if requested.

READ ALOUD

D ろくじ

Read the statement a second time.  
Pause for students to write their responses.  
Read the statement a third time if requested.

READ ALOUD

E じゅういちじはん

Read the statement a second time.  
Pause for students to write their responses.  
Read the statement a third time if requested.

READ ALOUD

Let's look at number two. Listen to the sentences and write down what activities are done at what times.  
I will say each sentence twice.

A ごじはん に たべます。

Read the statement a second time.  
Pause for students to write their responses.  
Read the statement a third time if requested.

READ ALOUD

B しちじ に おきます。

Read the statement a second time.  
Pause for students to write their responses.  
Read the statement a third time if requested.

READ ALOUD

C いちじ に あそびます。

Read the statement a second time.  
Pause for students to write their responses.  
Read the statement a third time if requested.

READ ALOUD

D よじはん に ほん を よみます。

Leave a pause for students to write their responses.

Read the statement a second time.  
Pause for students to write their responses.  
Read the statement a third time if requested.

READ ALOUD

E はちじ に がっこう に いきます。

Read the statement a second time.  
Pause for students to write their responses.  
Read the statement a third time if requested.

## Part B

Provide students with Part B of the task.

Give students access to a *hiragana* chart (this may be a large poster on the wall or an individual chart on their desk).

Advise students that they have 30 minutes to complete the task.

### Task administration script

#### READ ALOUD

Use the pictures on the task sheet to write six sentences relating to a typical daily schedule.

The first one has been done for you as an example.

Write sentences in Japanese script.

Each sentence needs to include the time and the activity.

Some of the vocabulary that you will need to use can be found at the bottom of the page.

You may use a *hiragana* chart to help you if you need it.

Instructions to students

Ichi nichi いま なんじ

Part A

1. Listen carefully and write the times you hear on the digital clocks below.

a. 

:
---

b. 

:
---

c. 

:
---

d. 

:
---

e. 

:
---








2. Listen to the sentences and write down what activity is done at what time.

	What activity?	What time?
a.		
b.		
c.		
d.		
e.		

# いちにち

## Part B

Write a sentence to match what is happening in each of the pictures and clocks. The first one has been done for you as an example. Some of the key vocabulary you will need is listed at the bottom of the page.

6:30		6じはん に おきます。
7:00		
8:30		
12:30		
4:30		
7:30		
9:00		

じ	はん	に		
おきます	ねます	たべます	がっこう に いきます	うち に かえります
おんがく を ききます	テレビ を みます	ほん を よみ ます	あそびます	

## Image acknowledgements

All images except vaulting image: Japan Foundation, Sydney. (n.d.). *Verbs and adjectives picture cards: List* (Verbs: waking up; eating; going to school; listening to music; reading; sleeping). Retrieved February, 2016, from [http://jpfsyd-classroomresources.com/flashcards/verb-adjectives\\_picture/list.html](http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html)

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## Sample marking key

Part A	
Description	Marks
Question 1	
2:00	1
9:00	1
10:30	1
6:00	1
11:30	1
<b>Subtotal</b>	<b>5</b>
Question 2	
5:30 + eat	1+1
7:00 + get up	1+1
1:00 + play	1+1
4:30 + read a book	1+1
8:00 + go to school	1+1
<b>Subtotal</b>	<b>10</b>
<b>Part A total</b>	<b>15</b>
Part B	
Description	Marks
Question 1	
7じ or しちじ	1
たべます	1
Correct word order and grammar (inclusion of に in correct place)	1
Writes clear, well-formed characters.	1
<b>Subtotal</b>	<b>4</b>
Question 2	
8じはん or はちじはん	1
がっこう に いきます	1
Correct word order and grammar (inclusion of に in correct place)	1
Writes clear, well-formed characters.	1
<b>Subtotal</b>	<b>4</b>
Question 3	
1 2じはん or じゅうにじはん	1
あそびます	1
Correct word order and grammar (inclusion of に in correct place)	1
Writes clear, well-formed characters.	1
<b>Subtotal</b>	<b>4</b>

Question 4	
4 じはん or よじはん	1
おんがく を ききます	1
Correct word order and grammar (inclusion of に in correct place)	1
Writes clear, well-formed characters.	1
<b>Subtotal</b>	<b>4</b>
Description	Marks
Question 5	
7 じはん or しちじはん	1
ほん を よみます	1
Correct word order and grammar (inclusion of に in correct place)	1
Writes clear, well-formed characters.	1
<b>Subtotal</b>	<b>4</b>
Question 6	
9 じ or くじ	1
ねます	1
Correct word order and grammar (inclusion of に in correct place)	1
Writes clear, well-formed characters.	1
<b>Subtotal</b>	<b>4</b>
<b>Part B total</b>	<b>24</b>
<b>Total</b>	<b>39</b>