



Sample assessment task	
Year level	Pre-primary
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Aisatsu</i> あいさつ (Greetings)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to expressing Japanese greetings and phrases, and sharing information about themselves.</p> <p>They also demonstrate their skills in speaking in Japanese by taking part in an interview with their teacher to exchange greetings, introduce themselves, give their age and take their leave.</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 interact in spoken Japanese with the teacher to exchange greetings, introduce and share information about themselves.
Assessment strategy	Oral performance – participate in an interview
Evidence to be collected	Audio visual recording of interview
Suggested time	1-2 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers through action-related talk and structured play, to exchange greetings such as おはよう、さようなら、じゃあね</p> <p>Introduce and share information about themselves, for example, name です; 五さい です</p> <p>Understanding</p> <p>Notice and use context-related vocabulary to generate language</p> <p>Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> • knowing common forms of greetings and noticing the different levels of formality, for example, おはようございます/おはよう • understanding different question words such as だれ/なに/どこ and the sentence-ending particle か • understanding that Japanese uses name + suffix instead of pronouns when referring to other people, for example, John くん/はなこさん/Grant せんせい <p>Recognise that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people and that greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは.</p>

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary, including: greetings and phrases such as おはよう・おはようございます、こんにちは、さようなら、じゃまた、ありがとう・ありがとうございます • grammatical elements, including: forming questions and responding with scaffolded answer; おなまえは? <i>name</i> です。なんさいですか。ごさい・ろくさいです • the textual conventions of an interview.
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	The interview will take place between the teacher (or another speaker of Japanese) and the student.
Resources	<p>Task sheet</p> <p>Transcript of spoken text</p> <p>Recording device</p>

Instructions for teacher

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

- taught context-related vocabulary and grammatical elements, including:
 - greetings and phrases such as, おはよう・おはようございます、こんにちは、さようなら、じゃまた、ありがとう・ありがとうございます
 - taught how to form questions and respond with scaffolded answers such as, おなまえは? *name* です。なんさいですか。ごさい・ろくさいです
- taught the textual conventions of an interview, and provided with opportunities to practise them.

Task

Students will take part in an interview with the teacher.

Please note: For students who require support, the teacher may prompt the students with gestures and/or examples, such as “*Smith* せんせいです (said while pointing to own nose) おなまえは? (said while gesturing with the whole hand for the student to respond)”, “さんさい? よんさい? ごさい?”.

Task administration script

READ ALOUD

Today I will be asking you a few questions in Japanese. I would like you to answer the questions I ask you in Japanese too. Give as much information as you can in your answers. It is very important that you do your best.

READ ALOUD

こんにちは・おはようございます (whichever is appropriate for the time of day).

Wait for the student to respond.

READ ALOUD

おなまえは?

Wait for the student to respond.

READ ALOUD

なんさいですか?

Wait for the student to respond.

READ ALOUD

Name ちゃん/くん ありがとうございます、じゃ、また。

Wait for the student to respond.

Instructions to students

Aisatsu あいさつ

Today your teacher will be asking you a few questions in Japanese.

Your teacher would like you to answer the questions in Japanese too.

Give as much information as you can in your answers.

It is very important that you do your best.

Sample marking key

Description	Marks
Question 1	
Responds to the greeting こんにちは・おはようございます (appropriate to the time of the day that the test is being administered).	2
Requires repetition of the greeting and/or prompting.	1
Doesn't respond with a suitable greeting in Japanese, even with prompting.	0
Subtotal	2
Question 2	
Responds with their name using a full sentence, for example, <i>name</i> です, or わたしは <i>name</i> です, or ぼくは <i>name</i> です (for boys only).	2
Responds with their name only, or requires prompting to respond.	1
Does not say their name, even with prompting.	0
Subtotal	2
Question 3	
Responds with their age using a full sentence ろくさい or ろくさいです or ぼくは ろくさいです or わたしは ろくさいです.	2
Responds with the number appropriate for their age, for example, ろく, or only responds with prompting.	1
Does not respond with the number appropriate for their age, or their age.	0
Subtotal	2
Question 4	
Responds at least one greeting, such as ありがとう・ありがとうございます, じゃまた, せんせい、さようなら.	2
Requires prompting and/or repetition of a greeting by the teacher before responding.	1
Does not provide a suitable greeting at the end of the interview, even with prompting.	0
Subtotal	2
Pronunciation	
Pronounces words accurately.	2
Pronounces most words accurately.	1
Poor pronunciation makes comprehension difficult.	0
Subtotal	2
Total	10