



Sample assessment task	
Year level	4
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Nani o shimasuka</i> なにをしますか (What have you got planned?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to daily routine at home.</p> <p>In Part A, they also demonstrate their skills in comprehending spoken text by completing a table with the information on days of the week, family members and common activities.</p> <p>In Part B, they demonstrate their skills in writing in Japanese by describing places that will be visited and transport that will be used on certain days of the week for an upcoming holiday period.</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 Japanese and convey factual information about what they have heard. It also establishes information on their ability to write descriptive text in Japanese using <i>hiragana</i> and <i>kanji</i> .
Assessment strategy	Short answer – listen for information in spoken text Short answer – write sentences related to a stimulus
Evidence to be collected	Completed task sheets
Suggested time	Part A – 15 minutes Part B – 40 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</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>

Content description

	<p>Understanding</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</i> <i>ie</i> for ‘no’ and <i>いえ</i> <i>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>Recognise and write frequently-used <i>kanji</i></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"> understanding words and expressions indicating direction or means of transportation, for example, <i>くるま で がっこう に いきます</i>.
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Task preparation

Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> vocabulary related to family members, including: <i>おばあさん</i>, <i>おじいさん</i>, <i>おかあさん</i>, <i>おとうさん</i>, <i>おねえさん</i>, <i>おにいさん</i>, <i>おとうと</i>, <i>いもうと</i>; places, for example, <i>やま</i> (山), <i>うみ</i>, <i>ゆうえんち</i>; days of the week; transport, for example, <i>じてんしゃ</i>, <i>くるま</i>, <i>でんしゃ</i> grammatical elements, including: verbs, for example, <i>たべます</i>, <i>します</i>, <i>ききます</i>, <i>みます</i>, <i>いきます</i>; <i>Person</i> は <i>day</i> に <i>activity</i> (verb in <i>masu</i> form), for example, <i>おばあさんは きんようび に そば を たべます</i>. ; <i>Day</i> に <i>transport</i> で <i>place</i> に <i>いきます</i>. , for example, <i>かようび</i> (火ようび) に <i>でんしゃ</i> で <i>やま</i> (山) に <i>いきます</i>.
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	This task is to be completed by the student working individually.
Resources	<p>Task sheet</p> <p><i>Hiragana</i> and <i>katakana</i> charts to be provided by the teacher for use in Part B</p>

Instructions for teacher

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

- exposed to context-related vocabulary, including:
 - family members, including, おばあさん、おじいさん、おかあさん、おとうさん、おねえさん、おにいさん、おとうと、いもうと
 - taught places, for example, やま (山)、うみ、ゆうえんち
 - taught days of the week
 - taught transport, for example, じてんしゃ、くるま、でんしゃ
- exposed to grammatical elements, including
 - verbs, for example, たべます, します, ききます, みます, いきます
 - structures such as *Person* は *day* に *activity* (verb in *masu* form), for example, おばあさんは きんようび に そば を たべます。 ; *Day* に *transport* で *place* に いきます。 , for example, かようび(火ようび) に でんしゃ で やま (山) に いきます。

Task

Part A: Nani o shimasuka

The students sit at individual desks with the task sheet, a pencil and an eraser.

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

Task administration script

READ ALOUD

Please look at your task sheet. I will say five sentences in Japanese. Listen carefully to what I say and then answer the questions in English. I will read each sentence twice.

Check that all students have the correct task sheet in front of them.

READ ALOUD

Number one. おねえさんは きんようび に かいもの をします。

Read the statement a second time.

READ ALOUD

Number two. おかあさんは にちようび に りょうり を します。

Read the statement a second time.

READ ALOUD

Number three. おとうとは すいようび に すいえい を します。

Read the statement a second time.

READ ALOUD

Number four. おばあさんは げつようび に すし を たべます。

Read the statement a second time.

READ ALOUD

Number five. おとうさんは どようび に テレビ を みます。

Read the statement a second time.

Part B: Doko ni ikimasuka

Provide students with Part B of the task sheet.

Students use the images in the table to write six sentences describing Emi's weekly schedule.

Give students access to a *hiragana* and *katakana* chart. This may be a large poster on the wall or an individual chart on their desk.

Advise students that they have 40 minutes to complete the task.

If students are unsure about what the picture refers to, the teacher may say the word in English for the student, for example, 'The place in the picture in question 1 is a library.'

Instructions to students

Nani o shimasuka なにをしますか

Part A: Nani o shimasuka

Listen as one family member introduces you to their family members in Japanese. Answer the questions in the table below in **English** giving as much information as you can. Each sentence will be read twice.

1	Who is being talked about?	On which day do they do the activity?	What do they do?
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2	Who is being talked about?	On which day do they do the activity?	What do they do?
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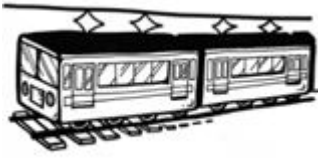











3	Who is being talked about?	On which day do they do the activity?	What do they do?
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4	Who is being talked about?	On which day do they do the activity?	What activity do they do?
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5	Who is being talked about?	On which day do they do the activity?	What activity do they do?
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Part B: Doko ni ikimasuka

Emi, a Japanese girl, is coming to stay at your house next week. Look carefully at the images in the table. They show Emi's weekly schedule.

Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

[Images: Japan Foundation, Sydney. (n.d.). *Noun picture cards: List* (Transport; School; Places). Retrieved February, 2016, from http://jpfpsyd-classroomresources.com/flashcards/noun_picture/list.html]

Using the images as a guide, write a weekly schedule for Emi.
You are to write six full sentences in Japanese script.
You will need to write the day, where you will go, and how you will get there.

1.

2.

3.

4.

5.

6.

Sample marking key

Part A: Nani o shimasuka

Description	Marks
1. Older sister	1
Friday	1
Go shopping/go to the shops	1
2. Mum/mother	1
Sunday	1
Cooking	1
3. Younger brother	1
Wednesday	1
Swimming	1
4. Grandma/Nanna	1
Monday	1
Eat sushi	1
5. Dad/father	1
Saturday	1
Watch TV/television	1
Subtotal	15
Part A total	15

Part B: Doko ni ikimasuka

Description	Marks
Question 1	
<u>Vocabulary</u> Day げつようび, Transport でんしゃ, Place としょかん, for example, げつようび (月ようび) に でんしゃ で としょかん に いきます。 (Words in brackets are alternative correct words.)	1+1+1
<u>Word order and grammatical structure</u> Uses accurate word order and grammatical structure.	1
<u>Hiragana shape formation and clarity</u> Writes clear, well-formed characters.	1
Subtotal	5
Question 2	
<u>Vocabulary</u> Day かようび, Transport ふね, Place やま, for example, かようび (火ようび) に ふね で やま (山) に いきます。 (Words in brackets are alternative correct words.)	1+1+1
<u>Word order and grammatical structure</u> Uses accurate word order and grammatical structure.	1
<u>Hiragana shape formation and clarity</u> Writes clear, well-formed characters.	1
Subtotal	5

Description	Marks
Question 3	
<u>Vocabulary</u> Day すいようび, Transport くるま, Place えいがかん, for example, すいようび (水ようび) に くるま (車) で えいがかん に いきます。(Words in brackets are alternative correct words.)	1+1+1
<u>Word order and grammatical structure</u> Uses accurate word order and grammatical structure.	1
<u>Hiragana shape formation and clarity</u> Writes clear, well-formed characters.	1
Subtotal	5
Question 4	
<u>Vocabulary</u> Day もくようび, Transport ひこうき, Place うみ, for example, もくようび (木ようび) に ひこうき で うみ に いきます。(Words in brackets are alternative correct words.)	1+1+1
<u>Word order and grammatical structure</u> Uses accurate word order and grammatical structure.	1
<u>Hiragana shape formation and clarity</u> Writes clear, well-formed characters.	1
Subtotal	5
Question 5	
<u>Vocabulary</u> Day きんようび, Transport ばす, Place ゆうえんち, for example, きんようび (金ようび) に ばす (バス) で ゆうえんち に いきます。(Words in brackets are alternative correct words.)	1+1+1
<u>Word order and grammatical structure</u> Uses accurate word order and grammatical structure.	1
<u>Hiragana shape formation and clarity</u> Writes clear, well-formed characters.	1
Subtotal	5
Question 6	
<u>Vocabulary</u> Day どようび, Transport じてんしゃ, Place こうえん, for example, どようび (土ようび) に じてんしゃ で こうえん に いきます。(Words in brackets are alternative correct words.)	1+1+1
<u>Word order and grammatical structure</u> Uses accurate word order and grammatical structure.	1
<u>Hiragana shape formation and clarity</u> Writes clear, well-formed characters.	1
Subtotal	5
Part B total	30
Total	45