



Sample assessment task	
Year level	Pre-primary
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Konnichiwa</i> こんにちは (Hello)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to common greetings and classroom expressions in Japanese.</p> <p>They also demonstrate their skills in comprehending spoken text and convey this information by recognising and selecting the appropriate images that correspond to what they hear.</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 in written form, greetings and common classroom expressions.
Assessment strategy	Short response – listen for information in a spoken text
Evidence to be collected	Completed task sheet
Suggested time	10 minutes
Content description	
Content from the Western Australian Curriculum	<p><b>Communicating</b> Convey factual information about their personal worlds, using pictures, labels, captions, songs, rhymes, gestures and familiar words</p> <p><b>Understanding</b> Notice and use context-related vocabulary to generate language Recognise some first elements of grammar, including:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>

Task preparation	
<b>Prior learning</b>	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> <li>grammatical features, including: greetings 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; terms of address ちゃん・くん・さん・せんせい; common phrases びょうきです、ありがとう・ありがとうございます、みなさん、だいじょうぶ?</li> </ul>
<b>Assessment differentiation</b>	<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	
<b>Assessment conditions</b>	Task is to be completed by students working individually.
<b>Resources</b>	<p>Task sheet</p> <p>Pencil</p>

## Instructions for teacher

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

- taught context-related vocabulary and grammatical elements, including:
  - greetings 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
  - terms of address such as, ちゃん・くん・さん・せんせい
  - common phrases such as, びょうきです、ありがとう・ありがとうございます、みなさん、だいじょうぶ?

## Task

Sit the student/s down alongside the teacher with the task sheet and a pencil.

Ensure that if more than one student is doing the task at the same time the students are placed in a way so that they can't reproduce answers from their peers.

## Task administration script

### READ ALOUD

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

### READ ALOUD

1. せんせい おはようございます。

Each statement is read twice.

Read a statement a third time if requested.

### READ ALOUD

2. ありがとう。

Each statement is read twice.

Read a statement a third time if requested.

### READ ALOUD

3. *Emily* ちゃん こんにちは。

Each statement is read twice.

Read a statement a third time if requested.

### READ ALOUD

4. *John* くん さようなら。

Each statement is read twice.

Read a statement a third time if requested.

READ ALOUD

5. だいじょうぶ？

Each statement is read twice.

Read a statement a third time if requested.

READ ALOUD

6. みなさん さようなら。

Each statement is read twice.

Read a statement a third time if requested.

READ ALOUD

7. ありがとうございます。

Each statement is read twice.

Read a statement a third time if requested.

READ ALOUD

8. びょうき。

Each statement is read twice.

Read a statement a third time if requested.





Instructions to students

Konnichiwa こんにちは!

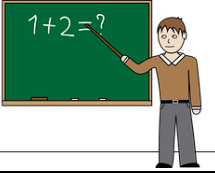



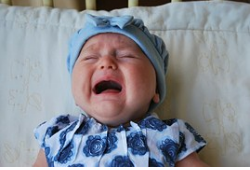



Look at the pictures.

Listen to the teacher.

Draw a circle around the correct picture.

1				
2				
3				
4				
5				
6				
7				
8				

## Sample marking key

Description	Marks
	1
	1
	1
	1
	1
	1
	1
	1
<b>Total</b>	<b>8</b>

## Image acknowledgements

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