



Sample assessment task	
Year level	1
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Kudamono</i> くだもの (Fruit)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their favourite things, and in particular fruit.</p> <p>In Part A, they also demonstrate their skills in comprehending spoken text by identifying which fruit is being described and selecting the appropriate images to describe it.</p> <p>In Part B, they demonstrate their skills in speaking Japanese by describing the fruit pieces that are shown to them by their teacher.</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 and spoken form simple descriptions about fruit, and the speaker's opinion of that fruit.
Assessment strategy	Short response – listen for information in a spoken text Oral performance – participate in an interview
Evidence to be collected	Completed task sheet Audio visual recording of interview
Suggested time	Part A – 10 minutes Part B – 1-2 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Interact with the teacher and peers, using simple modelled language and gestures, to share information about themselves and to talk about their favourite things</p> <p>Locate key words, simple <i>kanji</i> or <i>hiragana</i> and information in simple spoken and written texts, such as charts, lists, <i>anime</i>, rhymes and songs related to their personal worlds</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p> <p>Understanding</p> <p>Notice and use context-related vocabulary and some first elements of grammar to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> understanding basic word order in simple sentences, for example, <i>noun</i> が すき です; りんご が すき です; <i>adjective + noun</i> です; おおきい いぬ です learning to describe the colour, size and shape of things, for example, みどりです; おおきい です; まる/しかく/ほし です.

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary, such as fruit, adjectives and colours • additional elements of grammar, such as: <ul style="list-style-type: none"> ▪ <i>noun</i> です ▪ expressing likes and dislikes, e.g. <i>noun</i> がすき; <i>noun</i> がすきですか; <i>noun</i> がすきです; <i>noun</i> がすきじゃないです • the symbols of a frowning face, smiling face and smiling face with heart eyes to represent dislike, like and love.
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	<p>Part A is to be completed by the student working individually.</p> <p>The interview in Part B will take place between the teacher (or another speaker of Japanese) and the student.</p>
Resources	<p>Task sheet</p> <p>Pencil</p> <p>Pieces of fruit (at least three)</p> <p>Recording device</p>

Instructions for teacher

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

- taught context-related vocabulary, such as fruit, adjectives and colours
- exposed to additional elements of grammar, such as:
 - *noun* です
 - expressing likes and dislikes, for example, *noun* がすき; *noun* がすきですか; *noun* がすきです; *noun* がすきじゃないです
- shown the symbols of a frowning face, smiling face and smiling face with heart eyes to represent dislike, like and love.

Task

Part A: Kudamono

The teacher sits the student/s down alongside them with the task sheet and a pencil.

Task administration script

READ ALOUD

Here is the answer sheet for today's task. I am going to say a number in English and a fruit name in Japanese. Write the number that you hear next to the matching fruit in the box. I will then tell you if I like, really like or dislike that fruit. Put a cross through the face that matches what you hear me say.

READ ALOUD

Number one. りんご です。おいしいです。りんご が だいすき です。

Read the statement a second time. Wait for the student/s to mark their responses on the task sheet before reading the next statement. Read the statement a third time if requested.

READ ALOUD

Number two. いちご です。あかい です。いちご が すきじゃない です。

Read the statement a second time. Wait for the student/s to mark their responses on the task sheet before reading the next statement. Read the statement a third time if requested.

READ ALOUD

Number three. すもも です。むらさき です。すもも が すき です。

Read the statement a second time. Wait for the student/s to mark their responses on the task sheet before reading the next statement. Read the statement a third time if requested.

READ ALOUD

Number four. オレンジ です。おおきい です。オレンジ が だいすき です。

Read the statement a second time. Wait for the student/s to mark their responses on the task sheet before reading the next statement. Read the statement a third time if requested.

READ ALOUD

Number five. すいか です。あまい です。すいか が すき です。

Read the statement a second time. Wait for the student/s to mark their responses on the task sheet. Read the statement a third time if requested.

Part B: Kudamono

The teacher prepares three different fruits that the students can view, touch and taste. Each fruit will be on a different plate and covered with a cloth. Only one plate will be shown to the student at a time. Each student will be shown two of the three fruits.

The teacher interviews the students one at a time.

The teacher sits the student down and then starts the assessment.

Task administration script

READ ALOUD

I have some different fruits here in front of me. You may look at, touch, smell and taste the fruit. I will ask you some questions about these fruit. Please answer in full sentences.

The teacher uncovers the first plate of fruit then asks the first question.

READ ALOUD

なんですか？

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time if requested.

READ ALOUD

なに いろ ですか？

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time if requested.

READ ALOUD

どんな かたち ですか？

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time if requested.

READ ALOUD

どんな あじ ですか？

The teacher waits for the student to respond before asking the next question. The teacher may ask the question a second time if requested.

READ ALOUD

..... が すき ですか？





The teacher then shows the student the second plate of fruit and repeats the same questions from the start.





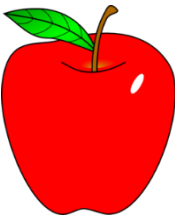



Instructions to students

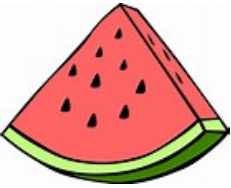



Kudamono くだもの





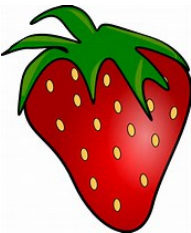



Part A: Kudamono

1. Listen carefully to the sentences that your teacher says in Japanese.
2. Next to each fruit is an empty box. The teacher will say a number in English and a fruit name in Japanese. Write the number that you hear next to the matching fruit in this box.
3. The teacher will tell you whether they like, really like or dislike that fruit. Put a cross through the face that matches what the teacher says.

	  
	<input type="text"/>

	  		  
	<input type="text"/>		<input type="text"/>

	  
	<input type="text"/>

	  		  
	<input type="text"/>		<input type="text"/>

Part B: Kudamono

The teacher will be showing you some fruit pieces.

You may look at, touch, smell and taste the fruit.

Your teacher will ask you some questions about these fruits.

Please answer in Japanese.

Image acknowledgements

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Image: Amos, E. (2012). A banana contains naturally occurring radioactive material in the form of Potassium-40. Retrieved February, 2016, from https://en.wikipedia.org/wiki/Banana_equivalent_dose#/media/File:Banana-Single.jpg
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Image: [Strawberry]. (n.d.). Retrieved February, 2016, from www.clipartbest.com/clipart-dT67x4d8c
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Sample marking key

Part A: Kudamono

Description	Marks
Question 1 Apple	
Places the number 1 next to the apple picture.	1
Places a cross through the love face.	1
Subtotal	2
Question 2 Strawberry	
Places the number 2 next to the strawberry picture.	1
Places a cross through the dislike face.	1
Subtotal	2
Question 3 Plum	
Places the number 3 next to the plum picture.	1
Places a cross through the like face.	1
Subtotal	2
Question 4 Orange	
Places the number 4 next to the orange picture.	1
Places a cross through the love picture.	1
Subtotal	2
Question 5 Watermelon	
Places the number 5 next to watermelon picture.	1
Places a cross through the like picture.	1
Subtotal	2
No mark is allocated for banana picture and faces.	0
Part A total	10

Part B: Kudamono	
Description	Marks
Question 1	
Accurately names the fruit, using a full sentence, for example, すいか です。	2
Accurately names the fruit with the word only, for example, すいか。	1
Gives an incorrect or no response.	0
Subtotal	2
Question 2	
Accurately states the colour of the fruit, using a full sentence, for example, ピンクです。	2
Accurately states the colour of the fruit with the word only, for example, ピンク。	1
Gives an incorrect or no response.	0
Subtotal	2
Question 3	
Accurately states the shape of the fruit, using a full sentence, for example, まるいです。	2
Accurately states the shape of the fruit with the word only, for example, まるい。	1
Gives an incorrect or no response.	0
Subtotal	2
Question 4	
Accurately states the flavour of the fruit, using a full sentence, for example, あまい です。	2
Accurately states the flavour that relates to the fruit with the word only, for example, あまい。	1
Gives an incorrect or no response.	0
Subtotal	2
Question 5	
Accurately states that they like, love or dislike the fruit in a full sentence, for example, すいか が すき です。	2
Accurately states that they like, love or dislike the fruit with the word only, for example, すき。	1
Gives an incorrect or no response.	0
Subtotal	2
Part B total	10
Total	20