



Sample assessment task	
Year level	1
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Uchuujin</i> うちゅうじん (Alien)
Task details	
Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to describing animate objects. In Part A, they also demonstrate their skills in comprehending spoken text by drawing a picture of an alien, based on the description given by the old woman in the text. In Part B, they demonstrate their skills in speaking Japanese by describing to their teacher the picture of the alien provided to them.
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 to convey in written form a simple description of an alien. It also establishes information on their ability to describe animate objects in simple, modelled spoken language.
Assessment strategy	Short response – listen for information in a spoken text Oral performance – provide a description
Evidence to be collected	Completed task sheet Audio visual recording of the oral performance
Suggested time	Part A – 10 minutes Part B – 1-2 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating Participate in listening to and viewing a range of short, imaginative texts and respond through action, dance, singing, drawing, collaborative retelling and responding to prompt questions Use simple language structures and supporting drawings or actions to describe and respond to imaginary characters or experiences</p> <p>Understanding 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 <p>Understand that language is organised as 'text' and that different types of texts have different features.</p>

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> context-related vocabulary relating to body parts, colours and adjectives おおきい、ちいさい、ながい、みじかい、ふとい、ほそい the grammar structure <i>adjective + noun</i> です
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>Transcript of spoken text</p> <p>Stimulus picture</p> <p>Recording device</p>

Instructions for teacher

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

- taught context-related vocabulary and grammatical elements, including:
 - vocabulary relating to body parts, colours and adjectives, for example,
 - おおきい、ちいさい、ながい、みじかい、ふとい、ほそい
 - the grammar structure *adjective + noun* です.

Task

Part A: Kaite kudasai

Provide each student with a copy of Part A of the task sheet and a pencil.

Task administration script

READ ALOUD

Listen carefully as I tell you a Japanese story about an alien who visited an old woman.

As I read the story I would like you to draw a picture that matches the description that the old lady gives the old man in the story.

You need to listen carefully to the adjectives ('describing words') and make sure your drawing shows me that you understand what you have heard.

If I say something is big, make it very big.

If I say something is small, make it very small.

Keep your drawing inside the box on your page.

I will read through the story twice.

Let's begin.

むかし、むかしあるところに おじいさんと おばあさんが すんでいました。

あるひおばあさんは やま にいきました。

どつぜん うちゅうじん が きました。びっくりしました！

おばあさんは うちにかえりました。

おじいさんにうちゅうじん について はなしました。

Female voice: おおきい あたま です。

Male voice: おおきい あたま です。

Female voice: ちいさい め です。

Male voice: ちいさい め です。

Female voice: おおきい はな です。

Male voice: おおきい はな です。

Female voice: ちいさい くち です。

Male voice: ちいさい くち です。

Female voice: ちいさい みみ です。

Male voice: ちいさい みみ です。

Female voice: ながい くび です。 ほそい です。

Male voice: ながい くび です。 ほそい です。

Female voice: ちいさい おなか です。

Male voice: ちいさい おなか です。

Female voice: ながい うで です。 ふとい です。

Male voice: ながい うで です。 ふとい です。

Female voice: みじかい あし です。 ほそい です。

Male voice: みじかい あし です。 ほそい です。 わかりました。 うちゅうじん を さがしま
しょう。

Part B: Dou desuka?

Provide the student with the Alien Stimulus Card and read aloud the task instructions.

READ ALOUD

Look at the Alien Stimulus Card.

Describe for me what the alien looks like.

Use five full sentences in Japanese.

You will have 5 minutes to prepare before we begin.

The student then has 5 minutes to prepare their answer.

Once the five minutes have lapsed, ask the student to describe the alien.

Instructions to students

Uchujin うちゅうじん

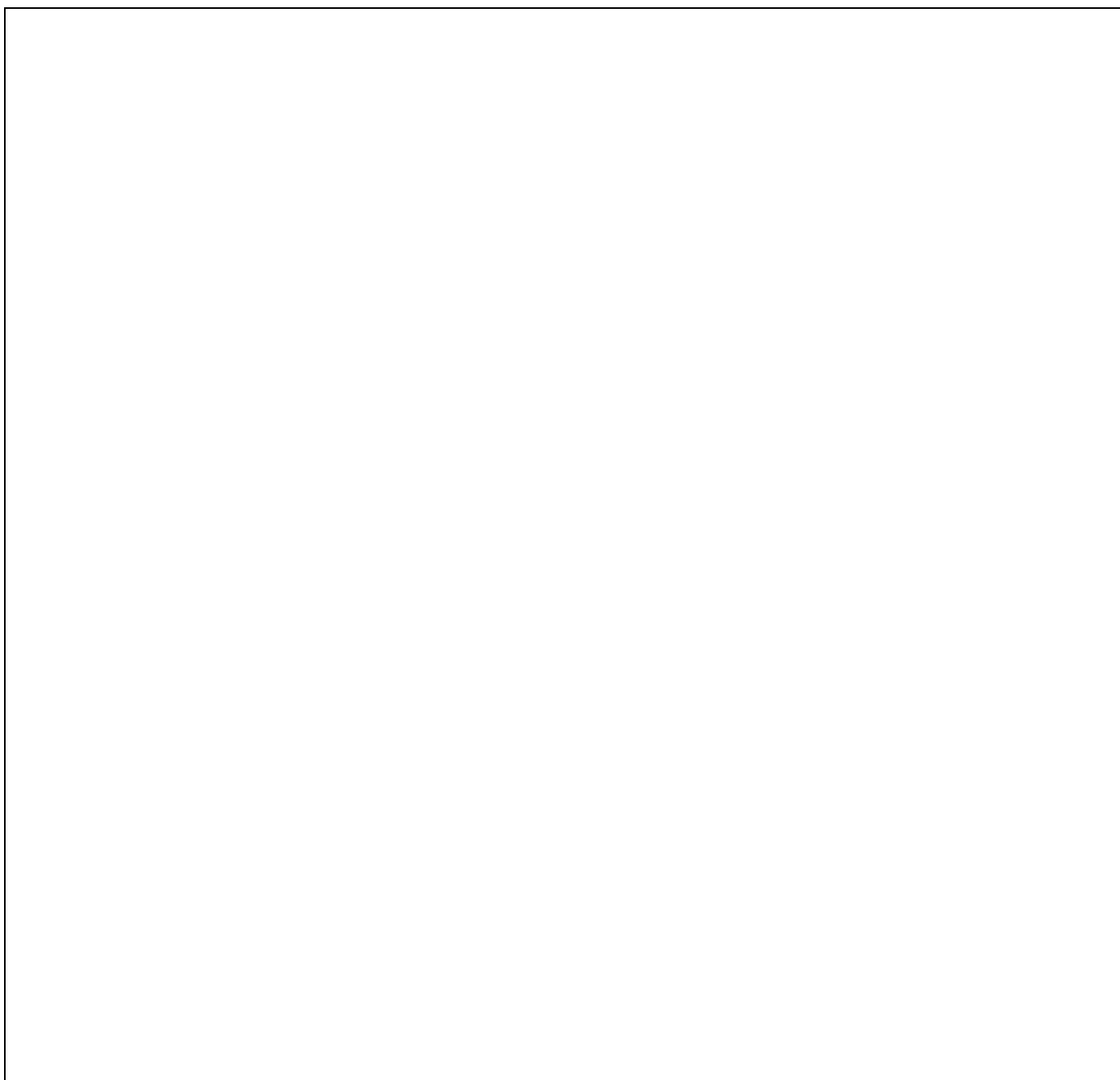
Part A: Kaite kudasai

Listen carefully as I tell you a Japanese story about an alien who visited an old woman.

I would like you to draw a picture that matches the description that the old lady in the story gives the old man.

You need to listen carefully to the adjectives ('describing words') and make sure your drawing shows me that you understand what you have heard. If I say something is big, make it very big. If I say something is small, make it very small.

Keep your drawing inside the box on your page. I will read through the story twice. Let's begin.



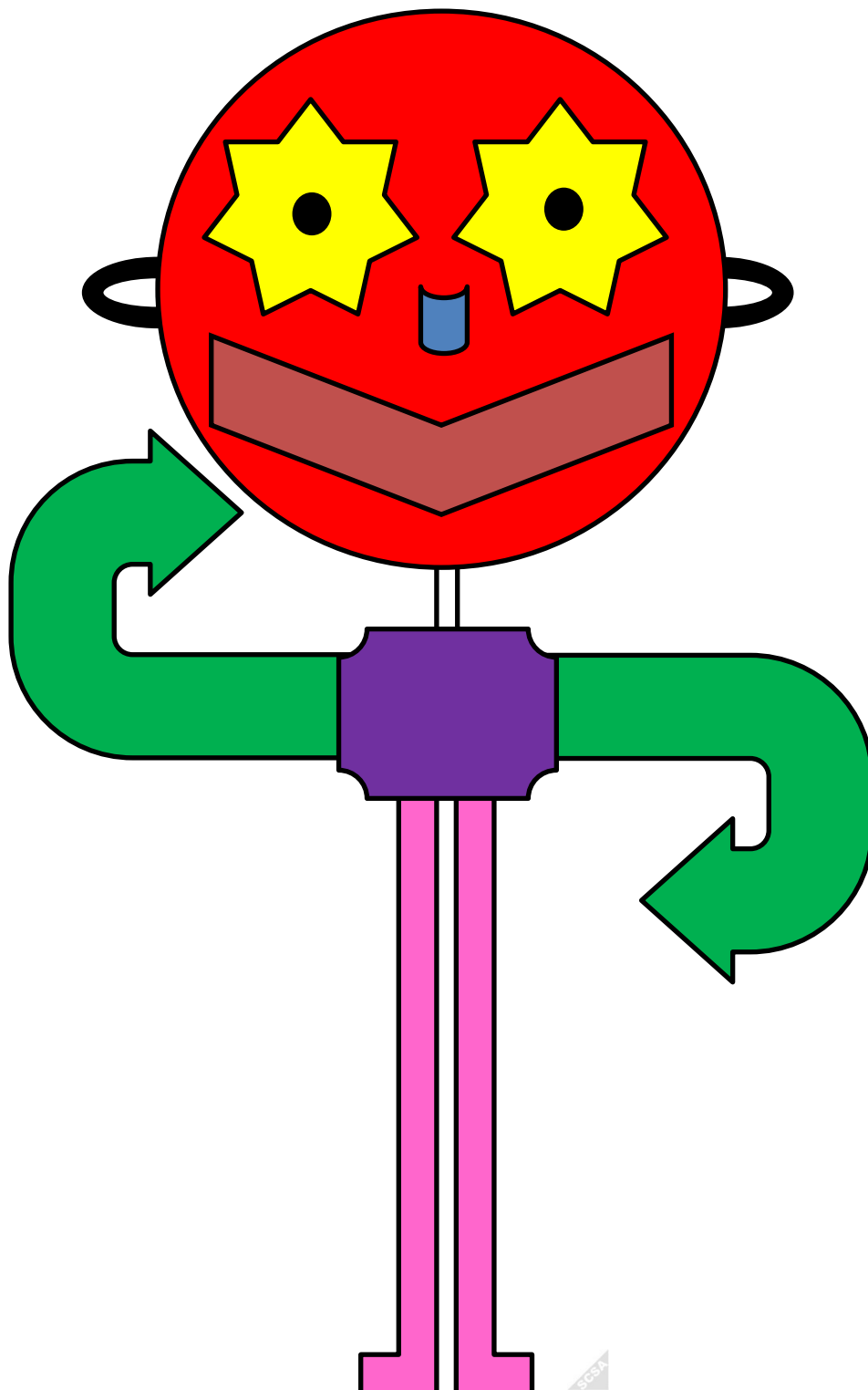
Part B: Dou desuka?

Look at the Alien Stimulus Card.

Describe for the teacher what the alien looks like.

Use five full sentences in Japanese.

どう ですか



Sample marking key

Part A: Kaite kudasai

Description	Marks
Questions 1–10	
1. Draws a large head.	1
2. Draws small eyes.	1
3. Draws a big nose.	1
4. Draws a small mouth.	1
5. Draws small ears.	1
6. Draws a long neck. Draws a thin neck.	1 1
7. Draws a small stomach/body.	1
8. Draws long arms. Draws fat arms.	1 1
9. Draws shorts legs. Draws thin legs.	1 1
Subtotal	12
Part A total	12

Part B: Dou desuka?

Description	Marks
Vocabulary and grammar	
Sentence 1	
Combines correct adjective and noun in a grammatically accurate sentence, for example, おおきい め です。; みどりの あたま です。	3
Combines correct adjective and noun in a grammatically accurate phrase (i.e. adjective before noun), but no concluding verb (<i>desu</i>), for example, むらさきの くび; ちいさい からだ。	2
States correct adjective and/or noun (possibly in wrong order), for example, points to body and says “からだ” or points to green head and says “みどり”, or points to blue eyes and says “め あおい”。	1
Subtotal	3
Sentence 2	
Combines correct adjective and noun in a grammatically accurate sentence, for example, おおきい め です。; みどりの あたま です。	3
Combines correct adjective and noun in a grammatically accurate phrase (i.e. adjective before noun), but no concluding verb (<i>desu</i>), for example, むらさきの くび; ちいさい からだ。	2
States correct adjective and/or noun (possibly in wrong order), for example, points to body and says “からだ” or points to green head and says “みどり”, or points to blue eyes and says “め あおい”。	1
Subtotal	3

Sentence 3	
Combines correct adjective and noun in a grammatically accurate sentence, for example, おおきい め です。;みどりの あたま です。	3
Combines correct adjective and noun in a grammatically accurate phrase (i.e. adjective before noun), but no concluding verb (<i>desu</i>), for example, むらさきの くび;ちいさい からだ。	2
States correct adjective and/or noun (possibly in wrong order), for example, points to body and says “からだ” or points to green head and says “みどり”, or points to blue eyes and says “め あおい”。	1
Subtotal	3
Sentence 4	
Combines correct adjective and noun in a grammatically accurate sentence, for example, おおきい め です。;みどりの あたま です。	3
Combines correct adjective and noun in a grammatically accurate phrase (i.e. adjective before noun), but no concluding verb (<i>desu</i>), for example, むらさきの くび;ちいさい からだ。	2
States correct adjective and/or noun (possibly in wrong order), for example, points to body and says “からだ” or points to green head and says “みどり”, or points to blue eyes and says “め あおい”。	1
Subtotal	3
Sentence 5	
Combines correct adjective and noun in a grammatically accurate sentence, for example, おおきい め です。;みどりの あたま です。	3
Combines correct adjective and noun in a grammatically accurate phrase (i.e. adjective before noun), but no concluding verb (<i>desu</i>), for example, むらさきの くび;ちいさい からだ。	2
States correct adjective and/or noun (possibly in wrong order), for example, points to body and says “からだ” or points to green head and says “みどり”, or points to blue eyes and says “め あおい”。	1
Subtotal	3
Description	Marks
Pronunciation	
Pronounces words and phrases accurately.	3
Pronounces most words accurately.	2
Poor pronunciation makes comprehension difficult.	1
Subtotal	3
Part B total	18
Total	30