



Sample assessment task	
Year level	5
Learning area	Languages
Subject	Japanese: Second Language
Title of task	<i>Enpitsu ga arimasuka</i> えんぴつがありますか (Do you have a pencil?)
Task details	
Description of task	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to the location of classroom objects.</p> <p>In Part A and Part C, they also demonstrate their skills in writing by labelling objects in a stimulus picture and by writing sentences describing the location of the objects in the picture.</p> <p>In Part B, they demonstrate their skills in comprehending written text and images by answering true or false to questions that relate to a stimulus picture.</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 write phrases in <i>hiragana</i> and <i>kanji</i> , describing the location of objects in a stimulus picture. It also establishes information on their ability to comprehend written Japanese and convey factual information about common objects that are found in the classroom.
Assessment strategy	Short answer – write phrases in English and Japanese Short response – read for information in a written text
Evidence to be collected	Completed task sheet
Suggested time	Part A – 10 minutes Part B – 15 minutes Part C – 25 minutes
Content description	
Content from the Western Australian Curriculum	<p>Communicating</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Understanding</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本; わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • understanding the use of ～が あります/います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, <i>noun</i> は <i>place</i> に あります; <i>noun</i> は <i>place</i> に います • knowing how to use prepositions to describe the position of objects, for example,

	つくえの上には本があります。
--	----------------

Task preparation	
Prior learning	<p>Students have prior knowledge of and exposure to:</p> <ul style="list-style-type: none"> • context-related vocabulary, including: common classroom objects, for example, えんぴつ、はさみ、のり、じょうぎ、けしゴム、ふでばこ、ノート、本（ほん）、つくえ、いす、かば • grammatical elements, including: prepositions 上（うえ）、下（した）、とな; grammatical structure <i>noun</i> は <i>noun</i> の <i>preposition</i> に あります。 , for example, えんぴつ は 本 の 上 に あります; the difference between います・あります and use of あります・ありません.
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	Task is to be completed by students working individually.
Resources	Task sheet <i>hiragana</i> chart

Instructions for teacher

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

- exposed to context-related vocabulary, including:
 - common classroom objects, e.g. えんぴつ、はさみ、のり、じょうぎ、けしゴム、ふでばこ、ノート、本（ほん）、つくえ、いす、かばん
- taught grammatical items, including:
 - prepositions 上（うえ）、下（した）、となり
 - grammatical structure *noun* は *noun* の *preposition* に あります。 , e.g. えんぴつ は 本 の 上 に あります
 - understanding the difference between います・あります and use of あります・ありません.

Task

Provide students with the task sheet.

Task administration script

READ ALOUD

Please look at your task sheet.

For Part A label the objects on the picture in *hiragana* and or *kanji*.

For Part B read the statements and answer true or false based on the picture.

For Part C write three sentences in Japanese script to describe the location of the schoolbag, the scissors and the pencil in the picture. Try to write a full sentence for each one if you can.

You may use a *hiragana* chart for support.

Please read all of the questions carefully.

Instructions to students

Enpitsu ga arimasuka えんぴつがありますか



[Image retrieved February, 2016, from <https://pixabay.com/en/school-back-background-isolated-970325/>]

Part A: Label

Label the stationery items in the picture using the Japanese characters below. Use *hiragana* or *kanji* script.

1) のり

2) 本

3) はさみ

4) じょうぎ

Part B: True or false

Read the following statements and answer true or false based on the picture of school stationery.

Statement	True or False
1) えんぴつ が あります。	
2) けし ^ご ム が あります。	
3) ふでばこ が ありません。	
4) ノー ^の ト が あります。	
5) えんぴつけずり が ありません。	

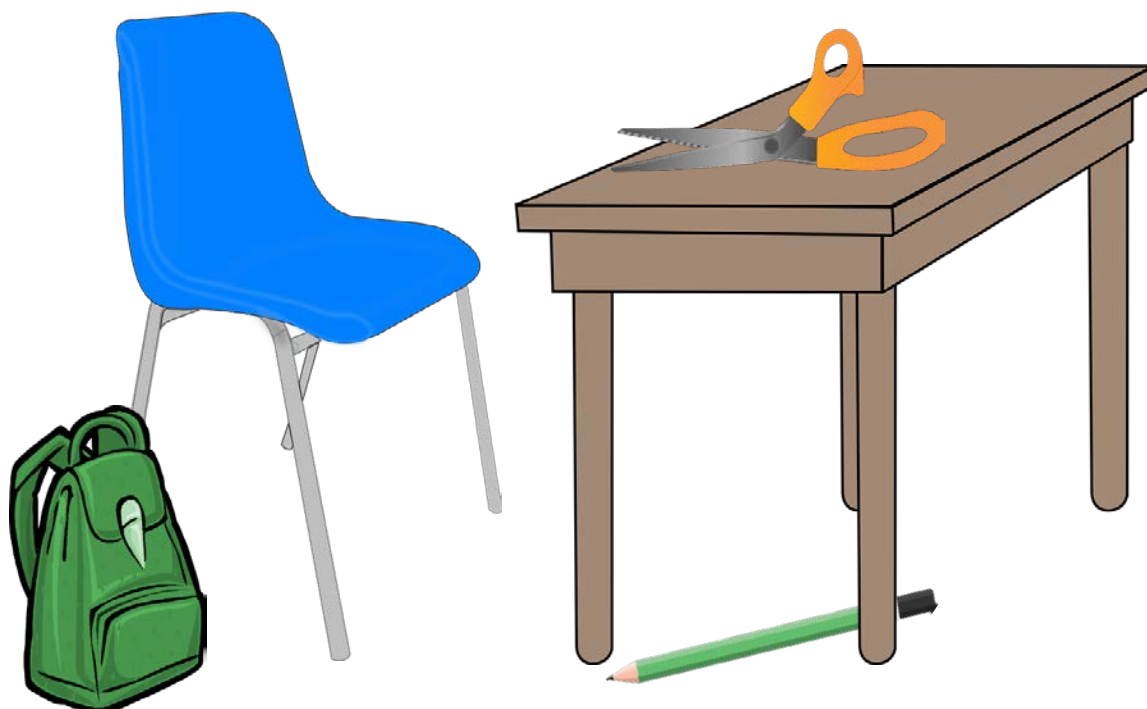
Part C: Writing

Write three full sentences in **Japanese** script to describe the location of the schoolbag, the scissors and the pencil in the picture below.

1.

2.

3.



Acknowledgements

Animatedheaven [Shahid Abdullah]. (2014). [Image of school stationery]. Retrieved February, 2016, from <https://pixabay.com/en/school-back-background-isolated-970325/>
In the public domain.

ClkerFreeVectorImages. (2014). [Blue plastic chair image]. Retrieved February, 2016, from <https://pixabay.com/en/chair-plastic-blue-metal-308563/>
In the public domain.

ClkerFreeVectorImages. (2012). [Scissors image]. Retrieved February, 2016, from <https://pixabay.com/en/scissors-shears-pair-of-scissors-33524/>
In the public domain.

Table image .Retrieved February, 2016, from <https://pixabay.com/en/desk-furniture-school-table-brown-149332/>
In the public domain.

Cyberscooty. (2015). [Image of pencil]. Retrieved February, 2016, from <https://pixabay.com/en/pencil-drawing-tool-830087/>
In the public domain.

OpenClipartVectors. (2013). [Image of brown table]. Retrieved February, 2016, from <https://pixabay.com/en/desk-furniture-school-table-brown-149332/>
In the public domain.

ArtsyBee [Venita Oberholster]. (2015). [Image of green backpack]. Retrieved February, 2016, from <https://pixabay.com/en/backpack-bag-school-hike-healthy-924588/>
In the public domain.

Sample marking key

Part A: Label	
Description	Marks
Questions 1–4	
1. Glue is labelled correctly in <i>hiragana</i> のり	1
2. Book is labelled correctly in <i>kanji</i> 本	1
3. Scissors are labelled correctly in <i>hiragana</i> はさみ	1
4. Ruler is labelled correctly in <i>hiragana</i> じょうぎ	1
Subtotal	4
Part A total	4
Part B: True or false	
Description	Marks
Question 2	
1. True	1
2. False	1
3. True	1
4. True	1
5. True	1
Subtotal	5
Part B total	5
Part C: Writing	
Description	Marks
Questions 1–3	
1. Vocabulary: object かばん[1], place いす[1], preposition となり[1] かばん は いす の となり に あります。	0-3
Grammar: は [1] の [1] に [1]	0-3
Sentence structure: all words are in the correct order and there is a full stop at the end.	1
Subtotal	7
2. Vocabulary: object はさみ [1], place つくえ[1], preposition うえ[1] はさみ は つくえ の 上 (うえ) に あります。	0-3
Grammar: は [1] の [1] に [1]	0-3
Sentence structure: all words are in the correct order and there is a full stop at the end.	1
Subtotal	7
3. Vocabulary: object えんぴつ[1], place いす[1], preposition した[1] えんぴつ は いす の 下 (した) に あります。	0-3
Grammar: は [1] の [1] に [1]	0-3
Sentence structure: all words are in the correct order and there is a full stop at the end.	1
Subtotal	7

Description	Marks
Script formation	
<i>Hiragana</i> and <i>kanji</i> are formed correctly, legible and correct.	3
<i>Hiragana</i> and <i>kanji</i> are formed correctly, legible and mostly correct.	2
Some <i>hiragana</i> and <i>kanji</i> are incorrectly formed though the writing is still legible.	1
Subtotal	3
Part C total	24
Total	33