

Level I, Japanese

Targeted Elements [Presentational Mode]

- MLI.IP1A Use basic greeting, farewell, and expressions of courtesy
- MLI.IP1B Express like/dislike emotion, agreement/disagreement by giving basic information about self
- MLI.P2A Demonstrate Novice-Mid proficiency when presenting rehearsed material

Description of Task

Oh, boy . . . you are about to fall asleep in class, and the teacher is shocked. She has never seen this sort of poor behavior in you and wants to know why you are not paying attention. You explain to her that your two-year old cousin has come to live with you and keeps you awake most nights. Describe your cousin to your teacher and tell him/her what he/she does to keep you awake.

Scoring Guide

See below.

Novice-Mid Presentational Rubric: Speaking

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
Can the audience understand the student? (Comprehensibility)	The audience understands the student without difficulty even though the student may have some hesitation when speaking.	The audience generally understands the student. The student may have some hesitations or unnatural pauses during speaking.	The student is not clearly understood. There are frequent hesitations and many unnatural pauses.
How well does the student use the language? (Language Control & Vocabulary Use)	The student uses memorized language correctly but as the student moves beyond memorized material to “created” language (produce simple sentences) more errors appear. The presentation is rich in appropriate vocabulary.	The student is mostly correct when using memorized language. The student accurately uses vocabulary that has been taught.	The student is correct only at the word level. Vocabulary is limited and/or repetitive.
How well does the student capture and maintain the audience’s attention? (Impact)	The student uses gestures, visuals and tone of voice to maintain the audience’s attention.	The student uses some gestures and visuals to maintain the audience’s attention.	The student makes no effort to maintain the audience’s attention.
How well does the student organize the presentation? (Communication Strategies)	The presentation has a beginning, middle, and end. The main ideas are supported with examples.	The presentation has a beginning, middle, and end.	The student presents information randomly.

Adapted from rubrics used by the Consortium for Assessing Performance Standards, a USDE Foreign Language Assistance Program grant to the East Brunswick (NJ) Public Schools, Edison Township (NJ) Public Schools, West Orange (NJ) Public Schools and the West Windsor-Plainsboro (NJ) Public Schools [more information available at <http://flenj.org/CAPS/?page=parent>].