

Level II, Japanese

Targeted Elements [Interpersonal Mode]

- MLII.IP1A Express needs and preferences
- MLII.IP1D Give descriptions
- MLII.IP2A Initiate, participate in, and close an oral or written exchange
- MLII.IP2D Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics

Description of Task

Your Japanese teacher, Ms. Smith, who has never been able to visit Japan, is finally going there next month. You are excited because she has told you that she will bring some things back for you as a reward for all the help you have given her after school. She asks you what you would like. You tell her that you need to think about it, and you will send her an email with the information before she leaves.

In your email tell her:

- five items you want and why you want them;
- suggestions for the most likely places where your teacher will find the items so that she doesn't have to spend too much time thinking about where to get them.

Teacher Notes

Students need to have access to a computer to find the items they want online and where they can be obtained anywhere in Japan, or the teacher may wish to provide students with a hotel address in Japan and require the students to find shops in a specific locale. In addition, the students may find suitable clip art or photos online.

Scoring Guide

See below.

Novice-Mid Interpersonal Rubric

	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
Is the student understood? (Comprehensibility)	The student is understood without difficulty.	The student is understood with occasional difficulty.	The student is understood only with much difficulty.
Does the student understand? (Comprehension)	The student understands without difficulty.	The student understands but sometimes needs repetition or restatement.	Most of the time the student does not understand.
How well does the student use the language? (Vocabulary Use & Language Control)	The student uses simple sentences that may contain occasional errors, but they do not hamper communication. The student attempts to create with language. The student recognizes and uses appropriate vocabulary with ease.	The student uses mostly words, phrases and an occasional sentence. Errors may be present but do not hamper communication. The student recognizes and mostly uses appropriate vocabulary.	The student communicates mostly at the word level. Errors interfere with communication. The student has difficulty recognizing and using appropriate vocabulary.
How well can the student keep the conversation going? (Communication Strategies)	The student can creatively express confusion and/or the need for repetition or clarification.	The student uses memorized chunks of language to: -Ask for repetition-State lack of understanding	The student cannot keep the conversation going.

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>].