

Level I, Japanese

Targeted Elements [Presentational Mode]

- MLI.IP1B Express like/dislike, emotions, and agreement/disagreement
- MLI.P1B Give basic information about self and others suggested topics
- MLI.P1C Demonstrate Novice-Mid proficiency in oral and written presentations

Description of Task

In your math class you have a new student, Yoko Yamaguchi, who recently moved here from Japan with her family. Yoko cannot speak English well and relies on you to help her since you are the only student in this class who is studying Japanese.

Mr. and Mrs. Yamaguchi would like to invite your entire class to Yoko's birthday party next week. They are going to hire professional cooks to prepare the food and need to know what types of foods the students like.

Phone Mrs. Yamaguchi with this information, and remember to speak in Japanese since her English is non-existent. Be sure to be polite by greeting her appropriately and introducing yourself before speaking to her about the food.

Teacher Notes

This can be recorded if you have access to a lab system or a tape recorder. If you choose to interact with the students, this can change to an Interpersonal Task with you playing the role of Mrs. Yamaguchi. If you change this to an Interpersonal Task, you must also change your scoring rubric to a Novice-mid Interpersonal Rubric.

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>].