

Level II, Japanese

Targeted Elements [Interpersonal Mode]

- MLII.IP1E Give and follow directions and instructions
- MLII.INT1B Interpret culturally authentic materials and information
- 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 father is in the military, and your family has been stationed in Osaka for a year. You are in Kyobashi station with some friends and are headed to the Cherry Blossom Festival. While you are waiting for the subway, a Japanese tourist from Tokyo notices your map and approaches you. He finds out that you speak Japanese and asks you how to get to the famous Kui Daore. Tell him how to get to Namba station—where Kui Daore is located—from Kyobashi station while showing him on your map.

Teacher Notes

See map below or at <http://www.johomaps.com/as/japan/osaka/osakametro.html>.

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)	<p>The student uses simple sentences that may contain occasional errors, but they do not hamper communication.</p> <p>The student attempts to create with language.</p> <p>The student recognizes and uses appropriate vocabulary with ease.</p>	<p>The student uses mostly words, phrases and an occasional sentence. Errors may be present but do not hamper communication.</p> <p>The student recognizes and mostly uses appropriate vocabulary.</p>	<p>The student communicates mostly at the word level. Errors interfere with communication.</p> <p>The student has difficulty recognizing and using appropriate vocabulary.</p>
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.	<p>The student uses memorized chunks of language to:</p> <ul style="list-style-type: none"> -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>].

