

## Level I, Japanese

### Targeted Elements [Presentational Mode]

- MLI.P1B Give basic information about self and others using suggested topics
- MLI.P1C Demonstrate Novice-Mid proficiency in oral and written presentations

### Description of Task

Last weekend while watching your favorite *anime*, you heard a loud truck outside. Looking out the window, you noticed new neighbors arriving and moving their things into their new house. Being your normal “curious” self, you wandered outside to see what was happening. You were excited to discover that it is a Japanese family with a daughter your age, Midori, who gladly introduced you to everyone.

It is now Monday, and you cannot wait for your Japanese class to begin so you can tell the other students about your new neighbors.

There are six people in the family: mother, father, Midori, and three siblings (two brothers and a sister). When you talk about them be sure and give the following information:

- Names and ages;
- Relationship to Midori;
- Where Midori and her siblings go to school and their grade levels.

### Teacher Notes

Encourage the students to use siblings of different ages and different school levels.

### Scoring Guide

See below.

### Novice-Mid Presentational Rubric: Speaking

	<i>Exceeds expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<b>Can the audience understand the student?</b>  (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.
<b>How well does the student use the language?</b>  (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.
<b>How well does the student capture and maintain the audience’s attention?</b>  (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 make no effort to maintain the audience’s attention.

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>].