

## **Foundation to Year 2 ACARA Suggested Assessment Activities**

- Assessment Tasks
- Criteria Sheet:

This rubric has been adapted from the QCAA Queensland Curriculum and Assessment Authority.

- Student Self Assessment Sheet
- Teacher Feedback Form

This assessment can match any reader in the program. Books specifically written for Foundation to Year 2 ACARA Content are;

*Greeting My Animal Friends*

*Plastic's Journey*

*Ocean, Ocean, How Are You?*

*I Am Handsome*

*A Fruit Crime Story*

## **Foundation to Year 2 ACARA Suggested Assessment Activities**

### SUGGESTED ASSESSMENT METHODS

1. Over two lessons, while the class are working on different activities (puzzles, written activities etc) invite groups of four or five students at a time (roll call order can be useful) to come and read with you. Ideally, video students while they participate as evidence.
2. If students are reading different books, over a few lessons, children can come and read to you alone, in pairs or in a group. They can come when called or they can come when they feel they are ready.

Note:

For younger students, go through the Self Assessment Sheet as a whole class so that students understand the different categories they can choose from.

# Foundation to Year 2 ACARA Student Self Assessment

Name \_\_\_\_\_  
Class \_\_\_\_\_

*How is your reading going?  
Please circle two answers below.*



When I read the book with the teacher;

It is very  
easy to  
read  
everything.

It is pretty  
easy and I  
can read  
lots.

I can read  
some of it.

I can say a few  
words.

It is hard for  
me to join in. I  
just listen.

おもしろい!

In books with hiragana and katakana and/or kanji,

I can easily tell  
the difference  
between  
hiragana, kanji  
and katakana.

I can usually  
tell the  
difference  
between  
hiragana,  
kanji and  
katakana.

I can  
sometimes see  
the difference  
between  
hiragana, kanji  
and katakana

I am not sure  
but sometimes I  
can tell the  
difference.

I don't  
understand it at  
all.



# Foundation to Year 2 ACARA Teacher Use Assessment Sheet

Name \_\_\_\_\_  
Class \_\_\_\_\_

*When students come to you, ask for their self assessment sheet first so that you will be able to compare their answers with your assessment.*

## Task 1: Communication

Joins in on repetitive key phrases when book is read aloud

A	B	C	D	E
accurate mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	effective mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	guided mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	directed mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing

## Task 2: Communication

In books with hiragana and katakana and/or kanji, ask students to identify each type of script.

A	B	C	D	E
considered identification of the three different scripts in Japanese, hiragana, kanji and katakana	informed identification of the three different scripts in Japanese, hiragana, kanji and katakana	identification of the three different scripts in Japanese, hiragana, kanji and katakana	partial identification of the three different scripts in Japanese, hiragana, kanji and katakana	fragmented identification of the three different scripts in Japanese, hiragana, kanji and katakana

### Task 3: Understanding

In books with katakana, ask students to find examples of katakana words. Ask which English word the word has come from.

A

considered  
examples of  
Japanese  
words and  
phrases that  
have been  
borrowed from  
other  
languages

B

informed  
examples of  
Japanese words  
and phrases  
that have been  
borrowed from  
other languages

C

examples of  
Japanese words  
and phrases that  
have been  
borrowed from  
other languages

D

partial  
examples of  
Japanese words  
and phrases  
that have been  
borrowed from  
other  
languages

E

isolated elements  
of examples of  
Japanese words  
and phrases that  
have been  
borrowed from  
other languages

# Assessment Criteria Sheet: Name \_\_\_\_\_

## Foundation to Year 2 Reading Assessment

### COMMUNICATING

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<u>considered</u> examples of Japanese words and phrases that have been borrowed from other languages	<u>informed</u> examples of Japanese words and phrases that have been borrowed from other languages	examples of Japanese words and phrases that have been borrowed from other languages (AS15)	<u>partial</u> examples of Japanese words and phrases that have been borrowed from other languages	<u>isolated elements</u> of examples of Japanese words and phrases that have been borrowed from other languages
<u>accurate</u> mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	<u>effective</u> mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	<u>guided</u> mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing	<u>directed</u> mimicking of Japanese pronunciation, intonation and rhythm through shared reading and singing
recognising and beginning to <u>accurately</u> write single kanji, the 46 hiragana symbols, and some hiragana words	recognising and beginning to <u>effectively</u> write single kanji, the 46 hiragana symbols, and some hiragana words	recognising and beginning to write single kanji, the 46 hiragana symbols, and some hiragana words (AS10)	recognising and beginning to write <u>aspects</u> of single kanji, the 46 hiragana symbols	recognising and beginning to write <u>isolated elements</u> of single kanji, the 46 hiragana symbols
<u>considered</u> identification of key words and <u>ready</u> demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts	<u>effective</u> identification of key words and <u>effective</u> demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts	identification of key words and demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts (AS4)	<u>partial</u> identification of key words and <u>guided</u> demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts	<u>directed</u> identification of key words and <u>directed</u> demonstration of comprehension by actions, drawing or labelling when listening to simple repetitive spoken texts
<u>considered</u> identification of the three different scripts in Japanese, hiragana, kanji and katakana	<u>informed</u> identification of the three different scripts in Japanese, hiragana, kanji and katakana	identification of the three different scripts in Japanese, hiragana, kanji and katakana	<u>partial</u> identification of the three different scripts in Japanese, hiragana, kanji and katakana	<u>fragmented</u> identification of the three different scripts in Japanese, hiragana, kanji and katakana

### UNDERSTANDING

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<u>considered</u> examples of Japanese words and phrases that have been borrowed from other languages	<u>informed</u> examples of Japanese words and phrases that have been borrowed from other languages	examples of Japanese words and phrases that have been borrowed from other languages (AS15)	<u>partial</u> examples of Japanese words and phrases that have been borrowed from other languages	<u>isolated elements</u> of examples of Japanese words and phrases that have been borrowed from other languages

## **Year 3 and Year 4 ACARA Suggested Assessment Activities**

- Assessment Tasks
- Criteria Sheet:

This rubric has been adapted from the QCAA Queensland Curriculum and Assessment Authority. <https://www.qcaa.qld.edu.au/p-10/aciq/learning-reas/languages/japanese/assessment>  
See below for original selections in large Year 3 to 4 Assessment Sheet.

- Student Self Assessment Sheet
- Teacher Feedback Form

This assessment can match **any reader** in the program. Books specifically written for Year 3 and 4 ACARA Content are;

*Dog Training Trouble*

*A Dangerous Meeting*

*Daruma Otoshi Loses His Stomach*

*Fox's Dream Day*

*Baby Sitter's Unlucky Day*

## **Year 3 and Year 4 ACARA Suggested Assessment Activities**

### SUGGESTED ASSESSMENT METHODS

1. Over two lessons, while the class are working on different activities (puzzles, written activities etc) invite groups of four or five students at a time (roll call order can be useful) to come and read with you. Ideally, video students while they participate as evidence.
2. If students are reading different books, over a few lessons, children can come and read to you alone, in pairs or in a group. They can come when called or they can come when they feel they are ready.



# Year 3 to 4 ACARA Student Self Assessment Sheet

How is your reading going?

Please circle two answers below.

Name \_\_\_\_\_

Class \_\_\_\_\_



When I read the hiragana sentences;

I can read very fluently. I make no mistakes and I feel confident.

I can read really well. I hardly make any mistakes at all and it doesn't take me very much time to work it out.

I can read pretty well. If I am given a little time to work it out with the hiragana chart, I make a few mistakes but feel comfortable that I can do this work.

I can read a little bit. I sometimes need help with trying to work out how to say the word, even if I have the hiragana chart.

I find reading hiragana very difficult and struggle to read any words.

おもしろい!

If I am shown a sentence from the book (without pictures), I will be able to;

Confidently read it to you and tell you what it means

Read it to you and tell you what it means

Read it to you with a little hint or the hiragana chart to help and I can usually understand what it means.

Read some of it to you, but I might struggle with one or two words and then not be able to work out the meaning.

Read individual hiragana characters, but I won't remember any words or the meaning.



## Year 3 to 4 ACARA

### Teacher Use Assessment Sheet

*When students come to you, ask for their self assessment sheet first so that you will be able to compare their answers with your assessment.*

Name \_\_\_\_\_  
Class \_\_\_\_\_

#### Task 1

Student reads book or sections of story to the teacher.

A	B	C	D	E
fluent reading of the 46 hiragana as formulaic language, as well as high frequency kanji	effective reading of the 46 hiragana as formulaic language, as well as high frequency kanji	reading the 46 hiragana as formulaic language, as well as high frequency kanji	partial reading of the 46 hiragana as formulaic language, as well as high frequency kanji	fragmented reading and writing of the 46 hiragana as formulaic language, as well as isolated elements of high frequency kanji

#### Task 2

When shown a hiragana only sentence from the book;

A	B	C	D	E
fluent comprehension of short written texts that use familiar and repetitive language	effective comprehension of short written texts that use familiar and repetitive language	comprehension of short written texts that use familiar and repetitive language	partial comprehension of short written texts that use familiar and repetitive language	fragmented comprehension of short written texts that use familiar and repetitive language

**Year 3 to 4 ACARA  
Teacher Assessment Feedback**

Name \_\_\_\_\_  
Class \_\_\_\_\_

*After assessment, use this form to help provide immediate feedback.*

To improve your hiragana reading, I recommend that you;

A

read the highest level readers you can

watch TV shows at home with Japanese subtitles

become a peer teacher for students who are still working on hiragana

B

keep reading these readers as often as possible so that you develop fluency in reading

become a peer teacher for students who are still working on hiragana

C

play as many review games as you can to make sure you know all hiragana characters **and combinations** really well. Work with a peer teacher to help you learn.

D

play as many review games as you can to make sure you know all hiragana characters and work with a peer teacher to help you learn.

E

work with a peer teacher. Play games to review hiragana but only work on 10 hiragana sounds at a time so that you don't become too confused. Increase this number if you can.

# Assessment Criteria Sheet: Name \_\_\_\_\_

## Year 3 to 4 Reading Assessment

A	B	C	D	E
<p><b>fluent</b> reading and <b>accurate writing</b> of the 46 hiragana as formulaic language, as well as high frequency kanji</p>	<p><b>effective</b> reading and writing of the 46 hiragana as formulaic language, as well as high frequency kanji</p>	<p>reading and writing of the 46 hiragana as formulaic language, as well as high frequency kanji (AS10)</p>	<p><b>partial</b> reading and writing of the 46 hiragana as formulaic language, as well as high frequency kanji</p>	<p><b>fragmented</b> reading and writing of the 46 hiragana as formulaic language, as well as <b>isolated elements</b> of high frequency kanji</p>
<p><b>fluent</b> comprehension of short written texts that use familiar and repetitive language</p>	<p><b>effective</b> comprehension of short written texts that use familiar and repetitive language</p>	<p>comprehension of short written texts that use familiar and repetitive language (AS12)</p>	<p><b>partial</b> comprehension of short written texts that use familiar and repetitive language</p>	<p><b>fragmented</b> comprehension of short written texts that use familiar and repetitive language</p>
<p><b>purposeful</b> use of cues to assist comprehension</p> <p>identification of both vowel and vowel–consonant sounds of hiragana</p> <p><b>considered</b> use of the hiragana chart to support their reading and writing, recognising its systematic nature</p>	<p><b>effective</b> use of cues to assist comprehension</p> <p>identification of both vowel and vowel–consonant sounds of hiragana</p> <p><b>informed</b> use of the hiragana chart to support their reading and writing, recognising its systematic nature</p>	<p>use of cues to assist comprehension (AS7)</p> <p>identification of both vowel and vowel–consonant sounds of hiragana</p> <p>use of the hiragana chart to support their reading and writing, recognising its systematic nature</p>	<p><b>guided</b> use of cues to assist comprehension</p> <p>identification of both vowel and vowel–consonant sounds of hiragana</p> <p><b>guided</b> use of the hiragana chart to support their reading and writing, recognising its systematic nature</p>	<p><b>directed</b> use of <b>isolated elements</b> of cues to assist comprehension</p> <p>identification of both vowel and vowel–consonant sounds of hiragana</p> <p><b>directed</b> use of the hiragana chart to support their reading and writing, recognising its systematic nature</p>