

Aspects	Assessment criteria for "Here We Go!"	Evaluation Item	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge/Skill	[Knowledge] Understand expressions such as "My birthday is...." and "What do you want for your birthday?", etc.  [Skill] Ask and respond about birthdays and birthday presents using expressions like "My birthday is....", "What do you want for your birthday?", etc.	Use of words, phrases, and expressions	The student is asking and responding about their birthdays and birthday presents <u>using newly learned expressions and previously learned expressions.</u>	The student is asking and responding about their birthdays and birthday presents <u>using newly learned expressions.</u>	Without help, the student has difficulty asking and responding about their birthdays and birthday presents.
Think, Decide, Express	In order to better understand each other, ask and respond about birthdays and birthday presents.	Conversation flow	In order to understand each other, the student is asking and responding about their birthday and birthday presents, <u>including details. Not only can the student respond to others, they can also add extra phrases to their responses.</u>	In order to understand each other, the student is asking and responding about their birthday and birthday presents. The student can also <u>use expressions to respond to their partner.</u>	Without help, the student has difficulty conveying their thoughts and reacting to their partner's dialogue.
Active Attitude towards Learning	In order to better understand each other, try to ask and respond about birthdays and birthday presents.	Consideration for the other person, Devising ways to convey thoughts	The student is trying to convey their ideas while <u>checking whether their partner understands, and devises ways to ensure that their thoughts are easier to understand by using gestures, etc.</u>	The student is trying to convey their ideas <u>clearly</u> so that their partner is able to understand, and <u>nod or otherwise indicate understanding as their partners speak.</u>	Without help, the student has difficulty showing consideration for their partner and devising ways to convey their ideas.

#Pronunciation and grammar are not the subject of evaluation.

[Example]

S1: When is your birthday?  
 S2: My birthday is January 23rd.  
 S1: What do you want for your birthday?  
 S2: I want a big Teddy bear.  
 S1: Oh, you want a Teddy bear.  
 S2: Yes. I like bears very much. Do you like bears?

- The student mixes previously learned words/expressions with newly learned ones.
- The student adds words to their responses.
- The student reacts to the partner's response.
- The student asks a question back to the partner.

[Example]

S1: When is your birthday?  
 S2: My birthday is January 23rd.  
 S1: What do you want for your birthday?  
 S2: I want a Teddy bear.  
 S1: Oh, you want a Teddy bear.

[Example with points of improvement]

S1: When is your birthday?  
 S2: My birthday is January 23.  
 \*The student responds with regular numbers as opposed to ordinal numbers.  
 S1: What do you want for your birthday?  
 S2: I want [Teddy bear in Japanese].  
 \*The student responds in Japanese or with "I like..."  
 S1: Oh, you want a Teddy bear.

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Knowledge/Skill	[Knowledge] Understand the name of the countries and expressions such as "Where do you want to go?" and "I want to go to....", etc.  [Skill] Talk about what country they want to visit and why using expressions like "I want to go to ...", etc.	Use of words, phrases, and expressions	The student is telling others about countries they want to visit and why <u>using newly learned expressions and previously learned expressions.</u>	The student is telling others about countries they want to visit and why <u>using newly learned expressions.</u>	Without help, the student has difficulty telling others about the countries they want to visit and why.
Think, Decide, Express	In order to understand each other, ask and respond about what country they want to visit and why.	Conversation flow	In order to understand each other, the student is asking and responding about what country they want to visit and why, <u>including details. Not only can the student respond to their partner, they can also add extra phrases to their responses.</u>	In order to understand each other, the student is asking and responding about what country they want to visit and why. The student can also <u>use expressions to respond to their partner.</u>	Without help, the student has difficulty conveying their thoughts and reacting to their partner's dialogue.
Active Attitude towards Learning	In order to understand each other, try to ask and respond about what county they want to visit and why.	Consideration for the other person, Devising ways to convey thoughts	The student is trying to convey their ideas while <u>checking whether their partner understands, and devises ways to ensure that their thoughts are easier to understand by using gestures, etc.</u>	The student is trying to convey their ideas <u>clearly</u> so that their partner is able to understand, and <u>nod or otherwise indicate understanding as their partners speak.</u>	Without help, the student has difficulty showing consideration for their partner and devising ways to convey their ideas.

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[Example]

S1: *Where do you want to go?*  
 S2: *I want to go to China.*  
 S1: *Why?*  
 S2: *I want to eat Chinese food. I want to see pandas. I like pandas very much. How about you? Where do you want to go?*  
 S1: *I want to go to France.*  
 S2: *Oh, you want to go to France. Why?*  
 S1: *I want to visit museumes.*  
 S2: *That's nice!*

- The student mixes previously learned words/expressions with newly learned ones.
- The student asks questions and continues the conversation.
- The student reacts to the partner's response.

[Example]

S1: *Where do you want to go?*  
 S2: *I want to go to China.*  
 S1: *Oh, China. Why?*  
 S2: *I want to eat Chinese food.*  
 S1: *Chinese food. Nice.*  
 S2: *I want to see pandas. How about you? Where do you want to go?*  
 S1: *I want to go to France.*  
 S2: *Wow.*

[Example with points of improvement]

Q: *Where do you want to go?*  
 A: *Go China.*  
 \* The student fails to form a complete sentence.  
 Q: *Why?*  
 A: *I want Chinese food. I want panda.*  
 \* Verbs are missing (eat, see, etc.)

Aspects	Assessment criteria for "Here We Go!"	Evaluation Item	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge/Skill	[Knowledge] Understand the name of the countries and expressions such as "Where do you want to go? I want to go to....", "You can .....", etc.  [Skill] Explain what someone can do in certain countries using expressions previously learned.	Use of words, phrases, and expressions	The student is explaining countries around the world and things to do in them <u>using newly learned expressions and previously learned expressions.</u>	The student is explaining countries around the world and things to do in them <u>using newly learned expressions.</u>	Without help, the student has difficulty explaining countries around the world and things to do in them.
Think, Decide, Express	In order to introduce the appeal of the country they want to visit, talk about the country including things someone can do there.	Organizing and arranging ideas	In order to introduce the appeal of the country they want to visit, the student is making a presentation about a country and things to do there <u>using examples from the textbook as a reference while expanding on the topics and organizing information.</u>	In order to introduce the appeal of the country they want to visit, the student is making a presentation about a country and things to do there <u>using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their ideas about countries around the world and things to do in them.
Active Attitude towards Learning	In order to introduce the appeal of the country they want to visit, try to talk about the country including things someone can do there.	Consideration for the other person, Devising ways to convey thoughts	The student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials and checking whether the listener understands as they present.</u>	The student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener.

#Pronunciation and grammar are not the subject of evaluation.

[Example]

What country do you like?  
I like Egypt.  
I want to go to Egypt.  
In Egypt, you can ride a camel.  
You can visit the pyramids.  
You can see the sphinx.

- The student uses previously learned expressions and expands on the topic.
- The student provides their own perspective.
- The student is gesturing towards their materials, and observing listeners' reactions

[Example]

I want to go to Egypt.  
In Egypt, you can visit the pyramids.  
You can see the sphinx.

[Example with points of improvement]

I want to go to Egypt.  
In Egypt, pyrami d.  
(The student makes a correction with help from the instructor.) You can visit the pyramids.  
Sphinx.  
(The student makes a correction with help from the instructor.) You can see the sphinx.

- \* The student needs help from instructors or friends.
- \* The student presents using only nouns.

Aspects	Assessment criteria for "Here We Go!"	Evaluation Item	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge/Skill	[Knowledge] Understand words that represent jobs or personality, and expressions such as "My hero is....", "She [He] is....", etc.  [Skill] Using expressions like "My hero is....", "She [He] is," to speak about their hero, their job, personality, and what they can do.	Use of words, phrases, and expressions	The student is talking about their familiar hero <u>using newly learned expressions and previously learned expressions.</u>	The student is talking about their familiar hero <u>using newly learned expressions.</u>	Without help, the student has difficulty talking about their familiar hero.
Think, Decide, Express	In order to introduce their thoughts and feelings about their familiar heroes, make a presentation about their jobs, personality, and things they can do.	Organizing and arranging ideas	In order to express their thoughts about their familiar hero, the student is making a presentation <u>using examples from the textbook as a reference while expanding on the topics and organizing information.</u>	In order to express their thoughts about their familiar hero, the student is making a presentation, <u>using examples from the textbook as a reference.</u>	Without help, the student has difficulty making a presentation about their familiar hero.
Active Attitude towards Learning	In order to introduce their thoughts and feelings about their familiar heroes, try to make a presentation about their jobs, personality, and things they can do.	Consideration for the other person, Devising ways to convey thoughts	The student is trying to present in a manner that is easy to understand for the listener <u>by devising gestures and presentation materials and checking whether the listener understands as they present.</u>	The student is trying to present in a manner that is easy to understand for the listener <u>by providing presentation materials in an effective way.</u>	Without help, the student has difficulty presenting in a manner that is easy to understand for the listener.

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[Example]

*My hero is Reiko.  
She is my mother.  
She can cook very well.  
She can play tennis and volleyball very well.  
( Show a picture of their mother playing tennis or volleyball )  
She is tough.  
I love my mother.  
Thank you.*

- Includes previously learned expressions, sufficient expansion.
- Unique, personal perspective
- Using gestures and visual aides, reading the listeners' reactions

◇ When introducing family members, encourage the listeners to actively imagine the people by using the family member's name (eg. My hero is Reiko)  
◇ When introducing people outside of the family, use their full name (eg. Goto Reiko)

[Example]

*My hero is Reiko.  
She is my mother.  
She is tough.  
She can play tennis very well.  
I love my mother.  
Thank you.*

◇ When introducing family members, encourage the listeners to actively imagine the people by using the family member's name (eg. My hero is Reiko)  
◇ When introducing people outside of the family, use their full name (eg. Goto Reiko)

[Example with points of improvement]

*My hero is Reiko.  
She is my mother.  
She is **ganbariya**.  
(assisted by the teacher, tries again)  
She is tough.  
I love my mother.  
Thank you.*

\* can't recall appropriate expressions from previously learned language  
\* insufficient explanation of why the person is a hero, not well communicated

◇ When introducing family members, encourage the listeners to actively imagine the people by using the family member's name (eg. My hero is Reiko)  
◇ When introducing people outside of the family, use their full name (eg. Goto Reiko)