

Aspects	Assessment criteria for "Here We Go!"	Evaluation Item	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge/Skill	[Knowledge] Understand expressions like "I want to watch...." and "(What) do you want to watch...?" [Skill] Use the expressions they learned to ask each other about the sports they want to watch.	Use of words, phrases, and expressions	The student is telling others about sports they want to see <u>using newly learned expressions and previously learned expressions.</u>	The student is telling others about sports they want to see <u>using newly learned expressions.</u>	Without help, the student has difficulty telling others about sports they want to see.
Think, Decide, Express	In order to know each other, ask each other about sports they want to see in a competition like the Olympics.	Conversation flow	In order to better understand others, the student is telling others about sports they want to see, <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 better understand others, the student is telling others about sports they want to see. The student can also <u>use expressions to respond to their partners.</u>	Without help, the student has difficulty conveying their thoughts and reacting to their partner's dialogue.
Active Attitude towards Learning	In order to know each other, try to ask each other about sports they want to see in a competition like the Olympics.	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 thoughts and feelings <u>clearly</u> so that their partner is able to understand, and <u>nods or otherwise indicates understanding as their partner speaks.</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]

Q: Hi, XX. What sport do you want to watch?
A: I want to watch sitting volleyball.
Q: You want to watch sitting volleyball?
A: Yes. It's cool. I like volleyball. How about you? Do you want to watch sitting volleyball?

- 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]

Q: Hi, XX. What sport do you want to watch?
A: I want to watch sitting volleyball.
Q: You want to watch sitting volleyball?
A: Yes.

[Example with points of improvement]

Q: Hi, XX. What sport do you want to watch?
A: Sitting volleyball.
* The student responds with single words rather than sentences.
Q: You want to watch sitting volleyball?
A: ---
* The student is unable to respond and continue the conversation.

Aspects	Assessment criteria for "Here We Go!"	Evaluation Item	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge/Skill	[Knowledge] Understand expressions like "We have / don't have...." and "We can...." [Skill] Communicate what their town or prefecture has and does not have using expressions like "We have / don't have...."	Use of words, phrases, and expressions	The student is telling others about what their town or prefecture has and does not have <u>using newly learned expressions and previously learned expressions.</u>	The student is telling others about what their town or prefecture has and does not have <u>using newly learned expressions.</u>	Without help, the student has difficulty telling others about what their town or prefecture has and does not have.
Think, Decide, Express	To better understand their town, communicate what their town has and what can be done there.	Conversation flow	To better understand their town, the student is telling others about what their town or prefecture has and does not have, <u>including details. Not only can the student respond to their partner, they can also add extra phrases to their responses.</u>	To better understand their town, the student is telling others about what their town or prefecture has and does not have. 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	To better understand their town, try to communicate what their town has and what can be done there.	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: We have a nice park in our town.
S2: Yes! I like XX park. I play badminton.
S1: Me, too. Let's play badminton together.
S2: We don't have an amusement park. Do you want an amusement park in our town?
S1: No, but I want an aquarium. We can see beautiful fish.
S2: Oh, I like dolphins. We can see dolphins, too.
S1: Wow, 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: We have a park in our town.
S2: Yes! I like XX park. I play badminton.
S1: Me, too.
S2: We don't have an amusement park.
S1: I don't want an amusement park. I want an aquarium. We can see beautiful fish.
S2: Oh, I like dolphins.
S1: Wow, that's nice.

[Examples with points of improvement]

S1: We have a park.
S2: ... We don't have an amusement park. I want an amusement park.
* The student does not react to what their partners say.
S1: (Shakes head) I want an aquarium. You can see fish.
* The student cannot think of a sufficient response.
S2: Ok, fish.
* The student does not devise a way to continue the conversation.

Aspects	Assessment criteria for "Here We Go!"	Evaluation Item	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge/Skill	[Knowledge] Understand expressions like “We have / don’t have....” and “We can....” [Skill] Talk about Japan’s prefecture using expressions like “We have....” and “We can....” to communicate what each place has and what can be done there.	Use of words, phrases, and expressions	The student is talking about what their town or prefecture has and does not have <u>using newly learned expressions and previously learned expressions.</u>	The student is talking about what their town or prefecture has and does not have <u>using newly learned expressions.</u>	Without help, the student has difficulty talking about what their town or prefecture has and does not have.
Think, Decide, Express	Communicate what is attractive about their town to introduce what their town has and what can be done there.	Organizing and arranging ideas	In order to introduce the appeal of their town, the student is making a presentation about what their town has and what can be done there <u>using examples from the textbook as a reference while expanding on the topic and organizing information.</u>	In order to introduce the appeal of their town, the student is making a presentation about what their town has and what can be done there <u>using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their own ideas about what their town has and what can be done there.
Active Attitude towards Learning	Communicate what is attractive about their town to try to introduce what their town has and what can be done there.	Consideration for the other person, Devising ways to convey thoughts	The student tries 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 tries to present in a manner that is easy to understand for the listener <u>by providing presentation materials in 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]

*Welcome to Setagaya.
We have a park. It's nice.
In spring, you can enjoy cherry blossoms. It's beautiful. (The student shows pictures of the park and cherry blossoms)
We have a nice swimming pool. It's clean. (The student shows picture of swimming pool)
You can enjoy swimming.
I like my town.*

- 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]

*Welcome to Setagaya.
We have a nice park.
You can play badminton.
We have a nice swimming pool.
You can swim 50 meters.*

[Example with points of improvement]

*Welcome to Setagaya.
We have park.
* The student can convey that there is a park but cannot describe its appeal (“a nice park”).
You can badminton.
* The verb (“play”) is missing.
Nice swimming pool.
* “We have a...” is missing.*

Aspects	Assessment criteria for "Here We Go!"	Evaluation Item	A Very Satisfactory	B Mostly Satisfactory	C Needs Improvement
Knowledge/Skill	[Knowledge] Understand expressions like "I want to be....", "Why?" [Skill] Has the ability to use expressions like "I want to be ..." to express what jobs they want to do in the future and why.	Use of words, phrases, and expressions	The student is talking about their future dreams <u>using newly learned expressions and previously learned expressions.</u>	The student is talking about their future dream <u>using newly learned expressions.</u>	Without help, the student has difficulty speaking about their future dreams.
Think, Decide, Express	To communicate their thoughts, present their thoughts and feelings about what job they want to do in the future with a reason	Organizing and arranging ideas	In order to communicate their thoughts, the student is making a presentation their future dreams <u>using examples from the textbook as a reference while expanding on the topic and organizing information.</u>	In order to communicate their thoughts, the student is making a presentation their future dreams <u>using examples from the textbook as a reference.</u>	Without help, the student has difficulty presenting their thoughts about their future dreams.
Active Attitude towards Learning	To communicate their thoughts, try to present their thoughts and feelings about what job they want to do in the future with a reason	Consideration for the other person, Devising ways to convey thoughts	The student tries 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 tries to present in a manner that is easy to understand for the listener <u>by providing presentation materials in 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]

*I want to be a chef.
I'm good at cooking.
I always cook on Sundays. I can cook curry.
(showing a picture of something they've made)
I want to cook Japanese food next time .
Thank you.*

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

[Example]

*I want to be a chef.
I'm good at cooking.
I can cook curry.
Do you like curry and rice?
I want to cook Japanese food.
Thank you.*

[Example with points of improvement]

*I want to be chef.
*The article "a" is missing.
I'm good at cook.
* ing" is missing.*

Thank you.

** Previously learned expressions include food and things they can do, but are not used.*