

Japanese Reading Passages for June 2014 Portfolio Interviews

For 1st Year Japanese (Grades 10-12)

私は 十四才です。九月 五日 うまれ です。私の かぞくは 六人です。それは 母と 父と 兄と 二人の姉と 私です。私は おんがくが だいすきです。私の しゅみは dansu です。そして、いちばん 好きな いろは あおです。

For 2nd Year Japanese (Class 10C, various 11th graders, one 12th grader)

六月 六日 きんようびに、カーロスさんは マーブルヒル高校のカフェテリアでハンバーガーを 十 たべました。その あとで おなかが いたかった です。しゃかいの 先生は「どうしましたか」と ききました。カーロスさんは「ぐあいが わるい です」と こたえました。それで カーロスさんは学校の クリニックへ いきました。くすりを のみました。そして、ちょっと やすみました。学校のあとで、カーロスさんは げんきで、ともだちと レストランへ いきました。ピザを 四まい たべました。

For 3rd Year Japanese (11 C)

あしたは ともだちの たんじょうび パーティー です。それで、きょう かいものに行く よてい です。まず はじめに、デパートへ 行きたい です。そこで、あかい シャツか あおいシャツを かいます。私は きのう、その シャツを みました。かわいい シャツで、あまり たかくない です。そのあとで、はなやへ 行って、はなを かいます。そして、さいごに スーパーへ 行って、ソーダや スナックや ケーキなど かいます。



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EVALUATOR Portfolio Presentation Guidelines

Grade/Class: 11C

Subject: Japanese 3rd year, 2nd semester

Teacher: R. [REDACTED]

Project Title: Restaurant Review

Date: June 2014

Note to Evaluator: For each project please allow appropriate time, based on the number of projects being presented, approximately 10 minutes each. Score students for each section of the presentation using the Portfolio Evaluation Sheet. Instructions for each section are written in *italics*.

Note #2 to Evaluator: For easy evaluation, the revision on looseleaf will be marked w/ teacher initials "R.Y." and the words "Portfolio Ready." A poor quality or incomplete revision will indicate a suggested grade.

REMINDER: The "Japanese Reading Passages for June 2014 Portfolio Interviews" page is required for Course Content Questions #1 and #2.

I. (1 minute) Project Materials:

A. Required Materials – 10 points: *Review the completeness of the following materials according to their weight out of 10 points:*

Project Materials:	Point Value
(original project) 100-word restaurant review in Jpn, Eng. translation, and restaurant menu	5
Optional Poster Format: should also include heading – title & student's full name in E/J.	
(revision) Restaurant review - Japanese only (w/ "R.Y." and the words "Portfolio Ready")	4
Project Reflection	1

Total = 10 pts.

B. Material Presentation – 10 points: *Written materials are organized and neatly presented.*

II. (3 minutes) Project Reflection Essay – 20 points:

Ask students to show you the reflection essay and present it to you orally. Students should address the following points and may read small parts of their essay.

- Describe this project. (e.g. title, format, requirements, etc.)
- What Japanese language skills and knowledge were you supposed to strengthen through this project? Be specific. How did this project help you to become stronger at Japanese?
- Evaluate yourself as a learner: a) Did you do all of the project pieces? b) Did you ask questions if something was hard to understand? c) How many times did you read the project description to be sure that your work was being done correctly? If your effort was not good, explain why not.
- Do you have any ideas for project changes that can make this assignment more helpful? Explain.
- What language and cultural connections can you make between what you learned in this project and yourself, your other subjects, Japan, and the world?

Use the following to evaluate students' Project Reflection Essay.

This assignment is based on a writing task that appears on the Japanese Regents exam. Students were asked to write a review of a favorite restaurant. The review had a 100-word requirement and had to combine hiragana and katakana, (two phonetic writing systems) along with kanji characters. Students also had to provide an English translation and a copy of the restaurant menu. Optional poster format could receive extra credit.

>> **NOTE:** As students discuss their project, **please make sure they read some of it aloud** to you from their revised (Japanese only) copy. You may ask them to read specific letters, words, or sentences and also ask for the English meaning. The students' willingness to share this with you and their apparent confidence (or lack of) should be taken into account when awarding these 20 points. (Obviously, the evaluator is not expected to determine student accuracy, just eagerness and apparent confidence.)

III. (5 minutes) Portfolio Discussion Questions – 30 points:

A. Project Clarifying Questions:

If the student did not explain the following in his/her presentation, please ask...

Question	Answer
1. How do you say:	1.
a) I decided upon sushi.	a) (Watashi wa) sushi ni shimashita.
b) My friend ordered fish.	b) Tomodachi wa sakana o chuumon shimashita.
c) It was very delicious.	c) Totemo oishikatta desu.
d) And, it wasn't very expensive.	d) Soshite, amari takakunakatta desu.
e) Altogether, it cost \$25.	e) Zenbu de, niyuugo doru kakarimashita.
f) I paid by credit card.	f) (Watashi wa) kurejitto kaado de haraimashita.

B. Course Content Questions: *Students should be asked to answers as many questions as time allows.*

Question	Answer
1. Read these sentences to me. (Show Japanese sentence passage. Allow students a chance to look it over before they begin to read. Expect hesitation but accurate pronunciation. Vowels are pronounced the same as Spanish.)	1. Ashita wa tomodachi no tanjoubi paatii desu. Sorede, kyou kaimono ni iku yotei desu. Mazu hajime ni depaato e ikitai desu. Soko de akai shatsu ka aoi shatsu o kaimasu. Watashi wa kinou sono shatsu o mimashita. Kawaii shatsu de, amari takakunai desu. Sono ato de, hanaya e itte, hana o kaimasu. Soshite, saigo ni suupaa e itte, sooda ya sunakku ya keeki nado kaimasu.
2. What does it mean? (Allow students time to reread quietly to themselves.)	2. (Note: The exact words and word order are not required but the meaning should be the same.) Tomorrow is my friend's birthday party. And so, today I plan to go shopping. First of all, I want to go to the department store. There, I'll buy a red shirt or a blue shirt. I saw those shirts yesterday. They are cute shirts and they aren't very expensive. After that, I will go to a florist and buy flowers. And finally, I'll go to the supermarket to buy things like soda, snacks, cake, and so on.
3. How do you say: • Jenny received candy from Michael • Michael gave candy to Jenny. • Ellen gave candy to me. • The teacher gave me a book. • Tomorrow, I'll bring this book to school.	3. • Jenny san wa Maikeru san ni kyandi o moraimashita. • Michael san wa Jenny san ni kyandi o agemashita. • Ellen san wa (watashi ni) kyandi o kuremashita. • Sensei wa (watashi ni) hon o kudasaimashita. • Ashita, watashi wa kono hon o gakkou e motte ikimasu. OR: Ashita, watashi wa kono hon o gakkou ni motte ikimasu.
4. How do you say? a) Tomorrow's weather will probably be snowy and later, clear. b) The zoo is located next to the art museum. c) In the refrigerator, there is a lot of meat and vegetables. d) Please take this medicine 2x a day. e) From Tokyo to Osaka by Bullet Train takes 3 hours.	34 a) Ashita no tenki wa yuki nochi hare deshou. b) Doubutsuen wa bijutsukan no tonari ni arimasu. c) Reizouko ni niku to yasai ga ippai (or takusan) arimasu. d) Kono kusuri o ichinichi ni nikai nonde kudasai. e) Toukyou kara Oosaka made, shinkansen de sanjikan kakarimasu.
5. How do you express these useful phrases? a) One day... b) The next day... c) And so... d) After that... e) And then... f) Suddenly... g) In addition...	5. a) Aru hi... b) Tsugi no hi... c) Sorede... d) Sono ato de... e) Sore kara... f) Kyuu ni... g) Sore ni...
6. How do you say (polite style): a) I like to buy sneakers. b) Converse sneakers are cheaper than Nikes. c) About how much is this watch? d) Do you have a cheaper one? e) This jacket is only \$15 but that jacket costs as much as \$300.	6. a) Suniikaa o kau no ga suki desu. b) Konvaasu no suniikaa wa Naiki yori yasui desu. c) Kono tokei wa ikura gurai desu ka. d) Motto yasui no ga arimasu ka. e) Kono jaketto wa juugo doru dake desu ga ano (OR: sono) jaketto wa sanbyaku doru mo kakarimasu.

IV. (1 minutes) Semester Review – 10 points: *Have students discuss the following questions.*

- Over these past 3 years, how have you grown as a student in this subject?
- A fortuneteller predicts that you are just one or two points below the Regents score you are hoping for and it isn't too late to do something about it. What is your last-minute strategy to boost your score a few more points?
- If you could change one aspect of your past Japanese studies, what change do you think could have helped you the most?
- Now that you have experienced a complete 3-year course of study, what advice can you give to the students who will begin studying Japanese next year?

V. Professionalism – 15 points: Student uses appropriate language & demeanor in presentation. Punctuality. Unexcused rescheduling will receive zero points for punctuality.

VI. Fluency– 5 points: Ease and confidence in subject matter and ease of presentation.