

Appendix E: Assessment Blackline Masters

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Self-assessment Checklist

Name: Louis

Grade: 6

Date: April 2

I can ...	Yes	Not Yet
talk about how Japanese and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Japanese and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Self-assessment Checklist

なまえ:	がくねん:	月	日
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I can ...	はい	まだ

Self-assessment Rating Scale

Name: Sophia	Grade: 5	Date: April 22
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I can ...	Never	Sometimes	Usually	Always
• tell someone I like it very much (だいすきです。)	●	●	●	●
• tell someone I like it (すきです。)	●	●	●	●
• tell someone I don't like it (きらいです。)	●	●	●	●
• tell someone that something is so-so. (まあまあです。)	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: All criteria in this sample address outcome A-2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

Self-assessment Rating Scale

なまえ:	がくねん:	月	日
------	-------	---	---

I can ...	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Peer-assessment Checklist

なまえ:	Janice	がくねん:	5	9月	24日
ともだちの なまえ:	Shauna	Activity:	pronunciation		

My partner can ...	はい	まだ
pronounce basic Japanese sounds	✓	
use intonation to express meaning	✓	
pronounce some common phrases, such as ' <i>douzo yoroshiku</i> ' or ' <i>konnichiwa</i> '	✓	
say simple words and phrases, such as ' <i>Watashi wa _____ desu.</i> '		✓
use appropriate gestures.	✓	

I like: you said most sentences clearly.

You can improve by: Checking your sentences by comparing with the black-board example.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

Peer-assessment Checklist

なまえ:	がくねん:	月 日
ともだちの なまえ:	Activity:	

My partner can ...	はい	まだ

What I liked about your presentation: _____

You can improve: _____

Self-assessment Checklist and Goal Setting

なまえ: Tom	がくねん: 4	9月 24日
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I can ...	はい	まだ	What I am going to do next ...
say Happy New Year (あけまして おめでとうございます)	✓		say Happy New Year in Japanese to at least three people each day
say numbers 1-10	✓		play the traditional Japanese New Year's game ' <i>Hanetsuki</i> ' by counting 1-10 repeatedly
copy New Year's wish in Japanese		✓	design a New Year's card (ねんがじょう) for my friends
say my own zodiac animal (example さる)	✓		say my friend's zodiac animal names
follow the simple instruction of up, down, right, left.	✓		play the traditional Japanese New Year's game ' <i>Fukuwarai</i> .'

Note: Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

Self-assessment Checklist and Goal Setting

なまえ:	がくねん:	月	日
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I can ...	はい	まだ	What I am going to do next ...

Long-term Goal Setting

なまえ: David

がくねん: 4

9月 24日

Goal #1:

By the end of this term, I would like to: make a simple self-introduction in Japanese.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Japan.

To achieve this goal, I will: research Japan on the Internet or the library and ask my neighbour, Mrs. Mori, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Japan and, maybe, showing a movie.

My parents can help me by: buying me a book on Japan for my birthday and taking me to see a Japanese garden.

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-term Goal Setting

なまえ:

がくねん:

月

日

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me by: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me by: _____

My parents can help me by: _____

Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes!	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A-3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A-3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A-3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A-3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC-1.3a use a repertoire of words and phrases within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional Japanese songs	A-6.1a use the language for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Marc	Sept. 23	Singing traditional Japanese songs	A-6.1a use the language for fun	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Andreas	Sept. 23	Singing traditional Japanese songs	A-6.1a use the language for fun	<input type="radio"/> Yes	<input checked="" type="radio"/> Not yet
Su Mei	Oct. 1	Singing traditional Japanese songs	LC-1.1a recognize and pronounce basic kana-based (moraic) sounds	<input type="radio"/> Yes	<input checked="" type="radio"/> Not Yet
Jack	Oct. 1	Singing traditional Japanese songs	LC-1.1a recognize and pronounce basic kana-based (moraic) sounds	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Ali	Oct. 10	Playing Karuta/Hiragana	LC-1.2a recognize and read basic hiragana	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Maya	Oct. 10	Playing Karuta/Hiragana	LC-1.2a recognize and read basic hiragana	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Philip	Oct. 10	Playing Karuta/Hiragana	LC-1.2a recognize and read basic hiragana	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Simone	Oct. 25	Creating labels for classroom/school objects	LC-1.2b copy familiar hiragana words	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
Nour	Oct. 27	Creating labels for classroom/school objects	LC-1.2b copy familiar hiragana words	<input checked="" type="radio"/> Yes	<input type="radio"/> Not Yet
<p>Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.</p>					

Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he/she has met the outcome.	
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet

Checklist and Comments 1

Grade: 4	Date: May 3	Activity: Individual Q and A
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Specific Outcome: S-2.3a use simple productive strategies, with guidance

Student Names:	Has met the outcome:	
	Yes	Not Yet
• <u>Al</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Freddie</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Kevin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Marissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Esther</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Abe</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Elise</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Nour</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Benjamin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Franco</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Joseph</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Japanese; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

Checklist and Comments 1

Grade:	Date:	Activity:
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Specific Outcome: _____

Student Names:	Has met the outcome:	
	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: _____

Checklist and Comments 2

Grade: 4	Date: October 5	Activity: Telephone conversations (invitations)
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Specific Outcome(s): A-3.2a respond to offers, invitations and instructions;
 LC-1.1a pronounce some common words and phrases comprehensibly;
 LC-1.1b use intonation to express meaning; LC-1.3a use a repertoire of words and phrases in familiar contexts

Lance _____ can: (Student name)		
	Yes	Not Yet
• invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

Checklist and Comments 2

Grade:	Date:	Activity:
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Specific Outcome(s): _____

_____ can: (Student name)	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
Done well: _____		

Could improve: _____		

Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt
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Specific Outcome: A-3.3b encourage other group members to act appropriately

Student meets the outcome:				
Student Name:	Never	Sometimes	Usually	Always
• <u>Jeremy</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Raj</u>	●	●	●	●
• <u>Sunita</u>	●	●	●	●
• <u>Alicia</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Billy</u>	●	●	●	●
• <u>Dimitri</u>	●	●	●	●
• <u>Kim</u>	●	●	●	●
• <u>Tran</u>	●	●	●	●
• <u>Frida</u>	●	●	●	●
• <u>Tim</u>	●	●	●	●
• <u>Tania</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Lilly</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wes</u>	●	●	●	●

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students based on a particular outcome.

Rating Scale 2

Grade: 4	Date: November 12	Activity: Unit: My family
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Specific Outcome(s): A–1.1a share basic information; A–1.1b identify people, places and things; LC-1.1b pronounce some common words and phrases properly; LC–1.3a use a repertoire of words and phrases in familiar contexts; LC–2.5a produce simple written words and phrases in guided situations; S–2.3a use simple productive strategies, with guidance

Student Name: Name: Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family	●	○	●	●
• identified the people in his or her family correctly	●	●	○	●
• used words relevant to the family correctly	●	○	●	●
• wrote words and phrases clearly and correctly	●	○	●	●
• used a dictionary to find new words related to the family	○	●	●	●
• used illustrations to provide relevant details about his or her family	●	●	○	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

Rating Scale 2

Grade:	Date:	Activity:
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Specific Outcome(s): _____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

Rating Scale 3

Grade: 5	Date: March 10	Activity: Reading out some familiar words
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Specific Outcome(s): LC-1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (Language Competence/ phonology)

Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors
- ★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student		Name of Student	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

Rubric (Grade 4)

Name: Jeanne

Date: October 17

Activity: Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	Consistently responds to offers, invitations and instructions.	Frequently responds to offers, invitations and instructions. The occasional error does not interrupt the message.	Sometimes responds to offers, invitations and instructions; however, the message is unclear .	Rarely responds to offers, invitations and instructions. The overall message is difficult to understand .
Content A-4.1a	Consistently exchanges greetings and farewells.	Frequently exchanges greetings and farewells. The occasional error does not interrupt the message.	Sometimes exchanges greetings and farewells; however, the message is unclear .	Rarely exchanges greetings and farewells. The overall message is difficult to understand .
Pronunciation LC-1.1a	Consistently uses proper pronunciation.	Frequently uses proper pronunciation. The occasional error does not interrupt the message.	Sometimes uses proper pronunciation. Although there are several errors, the overall message is still understandable.	Rarely uses proper pronunciation. The overall message is difficult to understand .
Intonation LC-1.1b	Consistently uses proper intonation.	Frequently uses proper intonation. The occasional error does not interrupt the message.	Sometimes uses proper intonation. Although there are several errors, the overall message is still understandable.	Rarely uses proper intonation. The overall message is difficult to understand .
Vocabulary LC-1.3a	Consistently uses words related to making plans with a friend.	Frequently uses words related to making plans with a friend. The occasional error does not interrupt the message.	Sometimes uses words related to making plans with a friend. Although there are several errors, the overall message is still understandable.	Rarely uses words related to making plans with a friend. The overall message is difficult to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

Name: Ellen	Date: November 14	Activity: Telephone Conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	Consistently responds to offers, invitations and instructions.	Frequently responds to offers, invitations and instructions. The occasional error does not interrupt the message.	Sometimes responds to offers, invitations and instructions; however, the message is unclear .	Rarely responds to offers, invitations and instructions. The overall message is difficult to understand .
Content A-4.1a	Consistently exchanges greetings and farewells.	Frequently exchanges greetings and farewells. The occasional error does not interrupt the message.	Sometimes exchanges greetings and farewells; however, the message is unclear .	Rarely exchanges greetings and farewells. The overall message is difficult to understand .
Pronunciation LC-1.1a	Consistently uses proper pronunciation.	Frequently uses proper pronunciation. The occasional error does not interrupt the message.	Sometimes uses proper pronunciation. Although there are several errors, the overall message is still understandable.	Rarely uses proper pronunciation. The overall message is difficult to understand .
Intonation LC-1.1b	Consistently uses proper intonation.	Frequently uses proper intonation. The occasional error does not interrupt the message.	Sometimes uses proper intonation. Although there are several errors, the overall message is still understandable.	Rarely uses proper intonation. The overall message is difficult to understand .
Vocabulary LC-1.3a	Consistently uses words related to making plans with a friend.	Frequently uses words related to making plans with a friend. The occasional error does not interrupt the message.	Sometimes uses words related to making plans with a friend. Although there are several errors, the overall message is still understandable.	Rarely uses words related to making plans with a friend. The overall message is difficult to understand due to errors.
Work habits <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance				

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student’s performance according to specific outcomes, as well as information about a student’s work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

Rubric and Checklist

Name:	Date:	Activity:
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Outcome	Excellent	Very Good	Acceptable	Limited

<p>Work habits</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input type="checkbox"/> worked independently</p> <p><input type="checkbox"/> worked with minimal assistance</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> worked with some assistance</p> <p><input type="checkbox"/> required constant supervision and assistance</p> </div> </div>
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