

PLACE[®]

STUDY GUIDE

15 Japanese



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for Colorado Educators[®]**

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PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

[General Information About the PLACE and Test Preparation](#)

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 15: JAPANESE

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice performance assignments. This test area does not include any multiple-choice questions.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE PERFORMANCE ASSIGNMENTS. The practice performance assignments included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice assignments represent the various types of performance assignments you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or to predict your performance on the test as a whole.

Sample responses to five of the six practice assignments are provided immediately following each of those assignments. The sample responses in this guide are for illustrative purposes only. Your written responses should be your original work, written in your own words, and not copied or paraphrased from some other work.

NOTE: This test includes recorded components. Examinees who arrive late will **not** be admitted.

OBJECTIVES



TEST FIELD 15: JAPANESE

Listening Comprehension
Reading and Vocabulary
Language Structures
Cultural Understanding
Written Expression
Oral Expression

Texts presented on the examination will be examples of language used by native speakers in authentic situations to serve genuine communicative functions among educated adults (e.g., to socialize, to obtain or impart information, to express opinions, to persuade, to entertain).

LISTENING COMPREHENSION

Understand spoken questions or other oral messages.

Includes understanding a question or comment likely to be encountered in a social situation; and understanding a request for information.

Derive essential information from oral messages in real-life situations.

Includes understanding the main idea or details in a spoken passage; understanding a telephone message or public address announcement; understanding a sequence of steps described in a set of oral directions; and understanding a stated cause or effect of a situation described in an oral message.

Infer meaning from oral communications.

Includes characterizing the tone, mood, or point of view of one or more speakers; analyzing a relationship (e.g., cause-and-effect) implied but not stated in an oral communication; and analyzing the social context of a spoken exchange or the relationship between speakers.

READING AND VOCABULARY

Understand the literal content of a variety of authentic materials.

Includes analyzing a passage to determine the stated main idea or an accurate summary; discerning details regarding character, setting, or events described in a passage; and analyzing a passage to determine the sequence of events.

Apply skills of inference and interpretation in a variety of authentic materials.

Includes making inferences about setting or character from information provided in a passage; discerning implied cause-and-effect relations in a passage; inferring an author's assumptions, purpose, or point of view in a passage; and interpreting figurative language (e.g., metaphors, similes) in a literary passage.

Select words, phrases, or sentences, including idiomatic expressions, to complete passages in the target language.

Includes determining appropriate language for travel situations (e.g., arranging for lodging; booking tickets for a group); determining appropriate language for social situations (e.g., canceling an appointment, expressing a compliment); determining appropriate language for everyday transactions (e.g., shopping, dining); and determining appropriate language for expressing attitudes, opinions, and judgments.

LANGUAGE STRUCTURES**Transform sentences or passages in context according to given instructions.**

Includes transforming a positive statement, question, or command to a negative one, or vice versa; transforming the tense or mood of a sentence or passage; transforming a sentence or passage from direct to indirect discourse, or vice versa; and combining two or more sentences into one sentence that preserves the meaning of the original sentences.

Analyze sentences to determine grammatically correct words or phrases to complete them.

Includes using the correct noun or pronoun form or particle for a given context; using verb forms or phrases as appropriate for a given context; using the appropriate modifying word or phrase to complete a sentence; and using the appropriate subordinate clause to complete a sentence.

Revise written passages to correct errors in structure and syntax that interfere with accurate communication.

Includes selecting revisions to correct inappropriate use of tenses, forms, or constructions.

CULTURAL UNDERSTANDING**Understand major developments in the history of cultures associated with the target language and the cultural significance of these developments.**

Includes analyzing the role of major historical events and figures in the development of cultures associated with the target language; understanding major political, economic, social, and cultural trends and developments that have shaped the history of cultures associated with the target language and analyzing their historical and contemporary significance; and analyzing the nature and significance of historical interactions between the cultures associated with the target language and other cultures.

Understand geographic, economic, social, and political features of contemporary cultures associated with the target language, including the ways in which values influence these features.

Includes relating natural geographic features (e.g., climate, location, natural resources) of nations using the target language to the economies of these nations (e.g., mineral and agricultural products, commercial relations with other nations); analyzing major features of the economic systems of nations using the target language (e.g., the roles of free-market institutions or central planning); understanding key features and processes associated with governmental institutions of nations using the target language and their historical or cultural significance; and understanding characteristic features of daily life in nations in which the target language is the major vehicle of communication.

Understand literature, the nonliterary arts, science, and technology as aspects of cultures associated with the target language.

Includes associating major movements, writers, and works in the literature of the target language and understanding their cultural significance; understanding characteristic forms and elements of the visual arts and music of cultures associated with the target language and their cultural significance; and recognizing scientific and technological achievements (historical or contemporary) of cultures associated with the target language and understanding their cultural significance.

WRITTEN EXPRESSION

Write a well-organized passage of several paragraphs (approximately 300–500 words) that is appropriate in style and diction for a given audience, purpose, and occasion and that communicates a message effectively through use of a range of vocabulary, idiomatic expressions, and simple and complex linguistic constructions.

Passages may include, for example, a letter to a professor requesting a recommendation for a particular job or program of study, including the writer’s reasons for being interested in the job or academic program; an account describing to a teacher or other acquaintance the reasoning behind a significant personal decision; or a letter of thanks written to an appropriate audience in the target culture (e.g., a family with whom the writer has spent a summer as an exchange student).

ORAL EXPRESSION

In response to a prompt, construct connected oral discourse in the target language that communicates a message effectively and that demonstrates command of a range of vocabulary, idiomatic expressions, and simple and complex language structures.

Responses may include, for example, describing events or actions in tenses appropriate to the task; discussing advantages and disadvantages of an idea or proposed course of action; or responding to a hypothetical situation (e.g., a traffic accident) by explaining or describing events or by requesting assistance.

The PLACE Japanese test consists of six sections: 1) a listening section, 2) a reading section, 3) a section on grammar and language structures, 4) a section on cultural understanding, 5) a writing assignment, and 6) a speaking assignment. The first five sections will be administered in a regular examination room. The speaking section (Section Six) is contained in a separate test booklet and may be administered in a separate room. The directions for each section appear immediately before that section.

Read each question carefully and record your responses in the test booklet in the space provided. *Use only a No. 2 lead pencil.* You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all. You may use the margins of the test booklet for scratch paper. **However, you will be scored only on the responses written in the appropriate spaces in your test booklet.**

PRACTICE PERFORMANCE ASSIGNMENTS: JAPANESE



DIRECTIONS FOR SECTION ONE

The first section of this test contains a question that involves listening to an audiotape. The question will begin with directions that will tell you what to listen for. The directions will be read aloud on the tape. They are also printed in your test booklet. Listen carefully to the tape and follow along in your test booklet. The listening passage will be read twice. You will then be asked to respond in writing to the assignment on the lined page in the test booklet.

Your response will be evaluated based on the following criteria.

- *listening comprehension*: accuracy and completeness in comprehending spoken language
- *listening inference*: demonstrated ability to infer information accurately from spoken language, including subtleties such as tone

Your response may be written in either English or Japanese. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Once the tape has begun, it cannot be stopped, nor can any part of it be replayed. Therefore, listen carefully. If you have any questions or if you cannot hear this tape clearly, please raise your hand now.

Practice Listening Performance Assignment

(You will hear:)

The first question is a listening comprehension exercise. You will hear an announcement intended for broadcast over a public address system. After you have heard the announcement twice, you will respond in writing to the assignment in your booklet. Before you hear the announcement, you will be given thirty seconds to study the assignment. Begin studying the assignment now.

(You will see in the test booklet:)

Write a response of a few sentences in which you:

- identify the speaker, the intended audience, and the setting in which the announcement is being made;
- describe the person to whom the speaker is referring, giving at least two pieces of specific information; and
- explain the speaker's purpose in making the announcement.

Write your response on the following page. It may be written in either Japanese or English.

(continued on next page)

Practice Listening Performance Assignment *(continued)*

Listen carefully to the following announcement. After you have heard it twice, respond to the assignment in your booklet.

(You will hear:)

こちらは、本日より当社で二か月間働くことになった、メアリー・ハリソンさんです。ハリソンさんは、アメリカのニューヨーク州にあるアルバニーという所からいらっしゃいました。

コーネル大学で日本語と経済学を勉強され、京都の大学にも一年間留学されたので、日本のことをよくご存じです。京都では、日本人家族と一緒に生まれ、趣味は柔道とお茶です。また、図書館で英語を教えるボランティアをなさったそうです。

我が社では、日本企業の組織と経営を研修なさりたいそうです。また、日本のサラリーマン生活も経験してみたいそうですので、みなさん、どうかご指導のほど、よろしくお願いいたします。

Sample Listening Performance Assignment Response: Score Point 4

メアリーハリソンさんがこれから二か月間働く日本の会社の上司、あるいは代表者。その会社の人々、あるいは同僚。メアリーのための歓迎会（かんげいかい）が開かれ、その席での紹介。メアリーのこと、つまり、出身、教育の背景、今までの日本での経験や趣味、この会社でのこれからの二か月の彼女の計画、希望などを会社の人に知らせて、会社の人々が彼女のことをよく知り、協力してもらったり、親しくしてもらったりすることが目的。

Japanese Listening Performance Assignment Scoring Scale (Test Field 15)

Score	Score Point Description
4	The candidate demonstrates thorough comprehension of literal content of a sample of spoken language. The candidate accurately infers information implied in a sample of spoken language, including correctly characterizing tone when tone is a factor in comprehension.
3	The candidate demonstrates good overall comprehension of literal content of a sample of spoken language, though some details may be misunderstood or missed. The candidate shows some ability to infer information implied in a sample of spoken language, though some subtleties may be misinterpreted or missed.
2	The candidate shows partial comprehension of a sample of spoken language, discerning some main ideas but failing to understand other major ideas and details. The candidate generally fails to infer information or discern tone in a sample of spoken language.
1	The candidate fails to demonstrate understanding of major points in a sample of spoken language, showing comprehension only of isolated words and phrases. The candidate fails to infer information or discern tone in a sample of spoken language.
U	The response is "Unscorable" because the candidate provides only a few words that do not constitute a statement, provides no response whatsoever, or the response is illegible or not in English or in the target language.

DIRECTIONS FOR SECTION TWO

In this section of the test, you will read a passage and answer a question that will require you to prepare a written response regarding the passage.

Your response to the question in this section will be evaluated based on the following criteria.

- *literal comprehension*: accuracy and completeness in comprehending literal content of written language
- *inferential comprehension*: demonstrated ability to infer information implied in a reading passage, including subtleties such as tone

Your response may be written in either English or Japanese. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Practice Reading Performance Assignment

Read the passage below. (Any term marked with a number above the text is defined at the end of the passage.) Then respond to the assignment on the following page.

私はアメリカの国立公園が大好きで、機会あるごとに訪れては、壮大な景観に圧倒されている。この国立公園にも、平等な社会の理想が浸透しているといえよう。まず、車さえあれば、だれでも訪れることができるように、道路その他の施設が整備されている。また、訪れる人の条件に応じて、多様な活動ができるように設計されている。

その結果、障害者も高齢者もそれぞれのやりかたで施設を利用し、自然に親しみ、公園を楽しむことが可能である。その意味で、国立公園は平等に万人に開放されているといえよう。

アメリカの国立公園については、もう一つ強い感銘を受けたことがある。多くの国立公園では、レンジャーと呼ばれる人たちが、来訪者を公園内の要所に案内するサービスを行っているが、そこでの解説が実に科学的な

(continued on next page)

Practice Reading Performance Assignment (*continued*)

のである。

驚くべきことは、大半の聴衆¹が、こうした科学的説明を実に熱心に聞いていることである。多分、日本の観光地で同じことを試みても、まじめに聞く聴衆は少数であろう。

¹ 聴衆－講演や音楽を聞く人々

Write a few sentences in which you:

- identify the aspect of life in the United States that the writer is discussing;
- summarize his conclusions about the culture of the United States; and
- explain how his observations lead him to his conclusion.

Your response may be written in either Japanese or English.

Sample Reading Performance Assignment Response: Score Point 4

アメリカの国立公園。平等な社会の理想が国立公園にも浸透している。
例えば、車さえあれば誰でも公園を訪れることが出来るように道路が整備されている。また、障害者や高齢者など、どんな人でも公園が利用出来るように施設が整備されている。つまり、公園は万人に平等に開かれていると言える。

Japanese Reading Performance Assignment Scoring Scale (Test Field 15)

Score	Score Point Description
4	The candidate demonstrates thorough understanding of the literal content of a reading passage, including virtually all significant details. The candidate accurately infers information implied in a reading passage, even if this is subtly conveyed in the text.
3	The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. The candidate shows some ability to infer information from the text, but may misinterpret some subtleties.
2	The candidate shows only partial understanding of the main idea of a reading passage. The candidate generally fails to make inferences from written text.
1	The candidate fails to extract the main idea from a written passage, demonstrating comprehension only of isolated words and phrases. The candidate fails to make inferences from written text.
U	The response is "Unscorable" because the candidate provides only a few words that do not constitute a statement, provides no response whatsoever, or the response is illegible or not in English or in the target language.

DIRECTIONS FOR SECTION THREE

This section of the test consists of three exercises that require you to demonstrate your command of the grammatical structure of Japanese. Directions are provided before each exercise. Write your responses to the exercises in the spaces provided in the test booklet. Your responses will be scored on the basis of grammatical correctness.

Practice Grammar and Language Structure Performance Assignments

Follow the directions for each of the three exercises below.

- A. Complete the passage by writing in each blank a Japanese letter (hiragana) that is grammatically correct and appropriate in the context.

田中：山田さん、私は来月アメリカに行く 1 に
 になりました。これで三 2 目のアメリカ行きです。

山田：そうですか。 3 ために行く 4 ですか。

田中：出張ですよ。新しいコンピューター 5 会議が
 ニューヨーク 6 あるので...

山田： 7 ぐらいニューヨークにいる予定ですか。

田中：四日間ニューヨークにいて 8、二日間
 ワシントンに行きます。

山田：アメリカではコンピューターは日本 9 安いから、
 いい 10 があれ 11、買って来る 12 いいですよ。

田中：それはいい考えですね。

ところで、山田さん、 13 ほしいものは
 ありませんか。

山田：そうですね。アメリカの雑誌を二 14 ほど
 買ってきてください 15 か。日本にはほかに
 何 16 ありますから。

B. Rewrite each sentence below, transforming it according to the directions.

Rewrite the following sentence using the passive form.

早く帰りたいかったのに、課長が私にたくさん仕事をたのんだ。

Rewrite the following sentence using the appropriate polite form.

先生の荷物を私が持ちます。

Rewrite the following sentence using the potential form.

あしたの会議に行くかもしれない。

Combine the following two sentences into a single sentence. Be sure to make all changes necessary for consistency and correctness.

母が服を作ってくれました。

その服を着てパーティーに行きます。

C. Rewrite the sentences that follow, correcting all errors but retaining the original meaning.

日本語を読めますか。

日本の新しいの車を父からもらいました。

雨になるから、家に帰りました。

きのう買ったテープレコーダーがもうこわれてあります。

Sample Grammar and Language Structure Performance Assignment Response
(Section A): Score Point 4

- 田中：山田さん、私は来月アメリカに行くことになりました。これで三回目のアメリカ行きです。
- 山田：そうですか。なんのために行くんですか。
- 田中：出張ですよ。新しいコンピューターの会議が
ニューヨークであるので...
- 山田：どのくらいニューヨークにいる予定ですか。
- 田中：四日間ニューヨークにいてら、二日間
ワシントンに行きます。
- 山田：アメリカではコンピューターは日本より安いから、
いいのがあればは、買ってくるといいですよ。
- 田中：それはいい考えですね。
ところで、山田さん、なにかほしいものは
ありませんか。
- 山田：そうですね。アメリカの雑誌を二冊ほど
買ってきてくださいませんか。日本にはほかに
何でもありますから。

Sample Grammar and Language Structure Performance Assignment Response (Section B):
Score Point 4

早く帰りたいかったのに、課長が私にたくさん仕事をたのんだ。

早く帰りたいかったのに、私は課長にたくさん仕事をたのまれた。

先生の荷物を私が持ちます。

先生の荷物を私に持たせて下さい。

あしたの会議に行くかもしれない。

あしたの会議に行けるかもしれない。

母が服を作ってくれました。

その服を着てパーティーに行きます。

母が作ってくれた服を着てパーティーに行きます。

Sample Grammar and Language Structure Performance Assignment Response (Section C):
Score Point 4

日本語を読めますか。

日本の新しいの車を父からもらいました。

雨になるから、家に帰りました。

きのう買ったテープレコーダーがもうこわれて
あります。

読めますか。

新しい車

雨になったから

こわれました。or, こわれています。

Japanese Grammar and Language Structure Performance Assignment Scoring Scale (Test Field 15)

The "C" notation (denoting "Correct" response) will be assigned to an item if, and only if, the candidate's response for that item is described by one of the following:

	Notation	Notation Description
Section A	C	Correct—the candidate's response is grammatically correct and appropriate within the context of the presented statement, i.e., the response satisfies all of the target language's rules of grammar demanded by the instructions and intended by the context of the statement.
Section B	C	Correct—the candidate's response correctly transforms the sentence or passage as instructed, i.e., the response follows all applicable grammatical rules of the target language and accurately supplies a transformed word, phrase, or clause construction as directed.
Section C	C	Correct—the candidate's response acceptably corrects the syntactic or linguistic errors found in the passage, i.e., the response has located and corrected the errors of language structure found within the passage and has retained the original meaning.

For each item where the response is not correct, **one** of the following notations will be assigned:

	Notation	Notation Description
Sections A, B, C	NC	Not correct—the candidate's response does not accurately follow the target language's rules of grammar, or the response is incomplete.
Sections A, B, C	U	Unscorable—the candidate's response is illegible or is not in the target language, or the candidate provides no response whatsoever.

DIRECTIONS FOR SECTION FOUR

In this section of the test, you will respond to an assignment in which you will be asked to write about a specific aspect of the culture(s) of the people(s) who speak Japanese.

Your response to the assignment in this section will be evaluated based on the following criteria.

- *identification*: accuracy and completeness in identification of the figure, feature, event, institution, work of art, issue, etc., that is the topic of the assignment
- *cultural context*: ability to place the topic in the appropriate cultural context (e.g., historical period, geographic location)
- *cultural issues*: clarity, accuracy, and thoroughness in relating the topic to broad movements or issues in the target culture

This assignment is intended to assess your cultural knowledge, not your writing ability. However, your response must be communicated clearly enough to permit valid judgment of the evaluation criteria by scorers.

Your response may be written in either English or Japanese. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Practice Cultural Understanding Performance Assignment

The policies adopted by the ruling shogunate during the Tokugawa period (1603–1867) had a profound effect on virtually every aspect of Japanese life. In a response of approximately 100 to 200 words, briefly describe at least two policies of the Tokugawa shogunate and explain how they influenced the course of Japanese history or the development of Japanese culture. Your response may be written in either Japanese or English and will be evaluated on the basis of your cultural knowledge, not your writing ability. However, your ideas must be communicated clearly enough to permit an assessment.

Sample Cultural Understanding Performance Assignment Response: Score Point 4

徳川時代（江戸時代）の政策の一つに鎖国（さこく）がある。徳川幕府はキリスト教徒が政治的にも力を持つことや、外国との貿易が盛んになって、商人の経済力が強くなることを恐れて、1600年の初期、キリスト教を禁止し、キリスト教に関係のないオランダ、中国、朝鮮だけは、貿易のために長崎の出島に出入りすることを許した。鎖国は19世紀の半ばまで、200年以上続いた。そのため、海外の影響による発展からは遅れたが、日本独自の文化の発展と、幕府の統制力の強化には貢献した。

もう一つは、士農工商という身分制度である。武士を頂点とし、その次は農民、次に手工業に従事する者、最後に経済力を有する商人を身分制度の中に固定することにより、武士による支配構造を確立した。この身分制度は社会制度の全てに浸透し、今も日本人の人間関係に対する意識に影響を与えている。

**Japanese Cultural Understanding Performance Assignment Scoring Scale
(Test Field 15)**

Score	Score Point Description
4	The candidate accurately and fully identifies the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate places the topic in the appropriate cultural context (e.g., historical period, geographic location). The candidate provides a thorough and accurate explanation of the relationship of the topic to the development of the target culture.
3	The candidate accurately identifies the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate provides limited but generally accurate information regarding cultural context (e.g., historical period, geographic location). The candidate provides some explanation of the relationship of the topic to the development of the target culture, with only minor factual errors, if any.
2	The candidate provides minimal information to identify the topic named in the assignment. The candidate provides little additional information, and may err in placing the topic in cultural context. The candidate fails to address the significance of the topic, or reveals misunderstanding of cultural trends and issues.
1	The candidate fails to identify accurately the figure, feature, event, institution, work of art, issue, etc., named in the question. The candidate's response generally reveals inadequate grasp of both specific facts and broader cultural trends and issues.
U	The response is "Unscorable" because the candidate provides only a few words that do not constitute a statement, provides no response whatsoever, or the response is illegible or not in English or in the target language.

DIRECTIONS FOR SECTION FIVE

This section of the test consists of a written assignment. **The assignment can be found on the next page.** You should use your time to plan, write, review, and edit your response for the assignment.

Read the assignment carefully before you begin to work. Think about how you will organize your response. You may use the blank space on the unlined pages following the writing assignment to make notes, write an outline, or otherwise prepare your response. **However, your score will be based solely on the version of your response written on the lined pages in the test booklet.**

A list of suggestions is provided to help direct your response for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. You are, however, required to write about the general assignment that you are given, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response to the written assignment will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *communication*: effectiveness of communication, including sociocultural appropriateness
- *coherence*: coherence and flow of language
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *mechanics*: accuracy of spelling or character formation, diacritical marks, and punctuation

Your response must be written in Japanese. Be sure to write about the assigned topic. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

Practice Written Performance Assignment

Imagine that you have a warm relationship with a family with whom you lived during a year of study in Japan. You have stayed in touch with them since returning to the United States, but several months have passed since you last wrote. To reestablish contact with them, write a letter in Japanese to the parents of the family, a couple in their fifties. You may wish to include, but are not limited to, the following topics:

- reminiscences about your stay with them;
- inquiries about their health and activities;
- your own recent activities; and
- your plans for the immediate future.

Sample Written Performance Assignment Response: Score Point 4

若葉の美しいさわやかな季節となりました。

ご無沙汰しておりますが、皆様いかがお過ごしでいらっしゃいますか。

昨年の今頃、一緒に富士山に登ったことが懐かしく思い出されます。

こちらはやっと学年末の試験が終わり、夏休みに入りました。

私はニューヨークにある日本のテレビ会社でアルバイトをすることになりました。日本から送られて来るニュースを翻訳する仕事です。時々、アメリカに住んでいる日本人にインタビューする仕事もさせてもらえるそうです。日本語が使えるし、いろいろな人と一緒に働けるのでとても楽しいです。

九月からは、私は大学四年生になります。日本の経済問題について論文を書く予定です。来年卒業したら、日本に行くつもりです。皆さんに又お会い出来るのを楽しみにしています。

暑い日が続きますが、お身体を大切にお過ごし下さい。お元気で。

Japanese Written Performance Assignment Scoring Scale (Test Field 15)

Score	Score Point Description
4	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. A message is clearly and effectively communicated in a socioculturally appropriate manner. The candidate's ideas are coherently presented and the flow of language is smooth and varied in well-constructed sentences. The vocabulary used reflects a broad command of the language and the use of appropriate idiomatic expressions. There is control of grammar with only minor syntax errors that do not interrupt communication. There is accuracy in spelling or character formation and accuracy in the use of diacritical marks and punctuation.
3	The candidate adequately addresses the assigned topic, with some elaboration of specific points. The message is generally clear but command of sociocultural aspects of the language may be uncertain. The candidate exhibits some awkwardness in phrasing of ideas. The vocabulary used is appropriate but limited in expression and word choice. There is good command of simple linguistic constructions and grammar, but uneven command of more complex constructions. The writer makes few errors in spelling or character formation and few errors in the use of diacritical marks and punctuation.
2	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate fails to communicate a fully understandable message. The candidate's ideas are presented in a disconnected manner that makes comprehension difficult. The vocabulary is very simple, lacking some key words and expressions. The use of grammar and syntax is so elementary that either little information is conveyed or, though the information may be advanced, its grammatical presentation is seriously flawed. The candidate makes frequent errors in spelling or character formation and punctuation.
1	The candidate ineffectively addresses the assigned topic, without elaborating any points. The candidate makes only a few statements, which may be unconnected. There is an inadequate command of vocabulary to communicate a complete message. The errors made in the use of grammar, syntax, spelling, and punctuation are so frequent that communication is generally very difficult to understand.
U	The response is "Unscorable" because the candidate provides only a few words or phrases or an illegible sample, provides no written response whatsoever, writes on an unrelated topic, or does not use the target language.

DIRECTIONS FOR SECTION SIX

For this section of the test, your spoken response to an assignment presented in your test booklet will be recorded on tape. You will read the assignment in your test booklet and have one minute to consider your response, then two minutes to speak.

Listen to the assignment carefully. Think about how you will organize your response. You may NOT write or take notes in the test booklet. **Your score will be based solely on the response you provide on the audiotape after the announcer instructs you to begin speaking.**

A list of suggestions is provided to help direct your response for the assignment. It is not necessary that you cover every point on the list, nor are you limited in your response to those points indicated. However, what you say must be relevant to the situation with which you are presented, and part of your score will be based on the degree to which you elaborate on the assignment by addressing either the suggested points or points of your choosing.

Your response to the question in this section will be evaluated based on the following criteria.

- *development*: fullness of development of topic
- *coherence*: clarity and coherence of message
- *fluency*: fluency and ease of expression
- *vocabulary*: command of vocabulary and idiomatic expressions
- *syntax*: handling of syntax and grammatical structures
- *pronunciation*: pronunciation and intonation

Your response must be spoken in Japanese. Be sure to speak about the assigned topic. You may not use any reference materials during the test.

Once the tape has begun, it cannot be stopped, nor can you re-record your response.

When you have finished reading these directions, please look up. You will receive further instructions from your test administrator.

Practice Oral Performance Assignment

Read the instructions below. You will have 1 minute to study these instructions. Then, when you are told to do so, begin to respond in Japanese. You may take up to 2 minutes to complete your response. You will be told when the 2 minutes are up. You may begin studying the instructions now. You will be told when to begin speaking.

(You will read in the test booklet:)

Imagine that you are the faculty advisor to a student from Japan who is spending a year at your school on an exchange program. After two weeks in the United States, the student is unhappy and wants to go home. His parents telephone to express their concern and ask your advice. Speaking in Japanese, reassure them about the situation and explain to them why you feel their child should make the effort to stay for the full year. You may wish to include, but are not limited to, the following topics:

- possible reasons for the student's discontent, and any changes that could improve the situation;
- the potential benefits to the student of a year's stay in the United States;
- what the parents might do to encourage the student to stay; and
- what the student could do to adapt more successfully to the new situation.

(You will have 1 minute to study the instructions above. Then you will have 2 minutes to respond on the audiotape.)

In responding to this particular prompt, the speaker should offer enough specific information to make the communication plausible in context—that is, to inform the parents fully about their child's situation, and to respond directly and sympathetically to the child's needs and their concerns. The language of the response should be tactful and considerate. An excellent response to the assignment would reflect the speaker's ability to use a variety of sentence structures, to handle transitions in thought without confusion or awkwardness, and to communicate gracefully, using appropriate terms and idiomatic expressions and avoiding errors in syntax and usage.

Japanese Oral Performance Assignment Scoring Scale (Test Field 15)

Score	Score Point Description
4	The candidate fully addresses the assigned topic and develops the topic by extensive elaboration of specific points. The candidate delivers a consistently clear message. The candidate speaks fluently and uses a variety of sentences. The speaker's vocabulary displays mastery of a broad vocabulary, including appropriate idiomatic expressions. The speaker handles simple and complex linguistic constructions, making only minor grammatical errors that do not interfere with communication. The speaker exhibits good to excellent pronunciation and intonation.
3	The candidate adequately addresses the assigned topic, with some elaboration of a few points. The candidate generally delivers a clear message. The candidate speaks with some hesitation, using a limited variety of sentence structures. The speaker uses appropriate but limited idiomatic expressions and vocabulary. The speaker shows good command of simple linguistic constructions, with some errors in more complex statements, and makes noticeable grammatical errors that cause minor interruptions in intelligibility. There are minor mistakes in pronunciation and intonation that do not interfere with communication.
2	The candidate addresses the assigned topic in a very limited way, with minimal elaboration. The candidate delivers a message that is intermittently difficult to understand. The candidate speaks with frequent hesitation, using simple and repetitive sentence structures. The speaker uses very simple vocabulary, lacking some key words and expressions. The speaker handles only simple linguistic constructions, with uneven command, and makes frequent grammatical errors that significantly impede comprehension. Pronunciation and intonation are sufficiently faulty to make comprehension sometimes difficult.
1	The candidate inadequately addresses the assigned topic, without elaborating any points. The candidate generally fails to communicate a clear message. The speaker hesitates frequently, making speech sound fragmented and choppy. The speaker exhibits inadequate command of vocabulary to communicate a complete message. The speaker shows little command of basic elements of sentence structure, grammar, and syntax. Frequent errors are made in pronunciation and intonation, making speech generally very difficult to understand.
U	The oral response is "Unscorable" because the candidate is not heard to speak at all, speaks only one or two unconnected utterances, speaks on an unrelated topic, or does not use the target language.

ANSWER KEY: JAPANESE



There are no multiple-choice questions for the **Japanese** field. Sample responses for the **Japanese** performance assignments are provided in the practice assignments section of this guide.

ACKNOWLEDGMENTS

**Practice
Assignment**

Section Two "Kokuritsu Koen." *Asahi Shimbun* (Tokyo). Abe. April 22, 1992.