

Japanese Can-do Statements for Care Based on the Japan Foundation Standards for Japanese Language Education
for the Development of New Japanese Language Proficiency Tests

Focused on Japanese Communication Skills on the Sites of Nursing Care (KCDS)

Level K2a

No.	Language Skill	Japanese Language Proficiency Can-do Statements for Care	Topic/ Setting	Object/ Interaction Partner	Category	Types of Language Activity
1	Speaking	I can talk in short simple terms about where my family and I live, what we do, etc. when introducing myself to staff for the first time.	Self-introduction	Staff	Taking part in social communication	Interactive activities (Oral)
2	Speaking	I can ask and answer questions with staff and users about special customs of Japan and my country.	Self-introduction	Users・staff	Taking part in social communication	Interactive activities (Oral)
3	Speaking	I can describe my country, hometown, etc. to staff and users if preparations are made in advance.	Self-introduction	Users・staff	Taking part in social communication	Interactive activities (Oral)
4	Speaking	I can talk in short simple terms about things I cannot eat due to religious reasons, allergies, etc. when eating with staff.	Self-introduction	Staff	Taking part in social communication	Interactive activities (Oral)
5	Speaking	I can say basic greetings and ask and answer questions in short simple terms when meeting a user's family.	Responding to user's family	Users' families	Taking part in social communication	Interactive activities (Oral)
6	Speaking	I can apologize and give reasons to staff in short simple terms when I am late, cannot keep a promise, etc..	Business correspondence	Staff	Taking part in communication related to duties	Interactive activities (Oral)
7	Speaking	I can use conversational responses, such as "ee" and "soudesuka?" to show sympathy and understanding when chatting with a user or listening to his or her family.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
8	Speaking	I can talk to a user about pace of walking, timing of transferal from one place to another, etc. in short simple terms when assisting him/her to move.	Physical assistance/Moving assistance	Users	Talking to users	Productive activities (Speaking)
9	Speaking	I can talk to a user about his or her physical condition, the temperature of the water, etc. in short simple terms when assisting with bathing.	Physical assistance/Bathing assistance	Users	Talking to users	Productive activities (Speaking)
10	Speaking	I can talk to a user about the method and procedure in short simple terms when assisting with excretion.	Physical assistance/Toilet assistance	Users	Talking to users	Productive activities (Speaking)
11	Speaking	I can talk to a user about the contents of the menu and ingredients of food and drink in short simple terms when assisting with eating.	Physical assistance/Eating assistance	Users	Talking to users	Productive activities (Speaking)
12	Speaking	I can talk to a user in short simple terms about the method or procedure when getting him/her ready, including putting on and taking off clothes, grooming, oral care, etc. or checking his/her physical condition (temperature, blood pressure, etc.).	Physical assistance	Users	Talking to users	Productive activities (Speaking)
13	Speaking	I can talk to a user in short simple terms, including "daijoubudesuka", "isshouni ~shimashou", etc. when he/she is in trouble or doesn't look well.	General assistance	Users	Talking to users	Productive activities (Speaking)
14	Speaking	I can talk to a user about the weather in short simple terms, including "Kyou wa iitenki desune" when greeting a user.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
15	Speaking	I can show my understanding what a user talk about celebrities or famous people that he/she likes.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)

16	Speaking	I can comment, and ask or answer questions when chatting with a user about such as daily life and family, etc. while watching his/her reactions.	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
17	Speaking	I can show my understanding by giving conversational responses when listening to a user's experience, etc..	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
18	Speaking	I can show my understanding while making conversational responses to a user's various speech styles including his/her use of the plain form (informal form).	Chat	Users	Taking part in empathic communication with users	Interactive activities (Oral)
19	Speaking	I can praise or ask questions in short simple terms including "sutekina ~desune" when I see a user's belongings.	Bathing assistance	Users	Taking part in empathic communication with users	Interactive activities (Oral)
20	Speaking	I can talk to staff or ask them questions about hobbies and free time activities.	Chat	Staff	Interacting in informal situations	Interactive activities (Oral)
21	Speaking	I can talk to staff or ask them questions about one another's experiences in short simple terms.	Chat	Staff	Interacting in informal situations	Interactive activities (Oral)
22	Speaking	I can confirm what a user wants, answering, for example, "wakarimashita. ~desune" when a user says "~ga hoshii".	General assistance	Users	Listening to users' requests and complaints	Interactive activities (Oral)
23	Speaking	I can explain the day's schedule in short sentences if I refer to a memo when, for example, handing over shifts.	Business correspondence /Handing over	Staff	Taking part in communication related to duties	Interactive activities (Oral)
24	Speaking	I can explain that a user's condition is the same as usual in short sentences when, for example, handing over shifts.	Business correspondence /Handing over	Staff	Taking part in communication related to duties	Productive activities (Speaking)
25	Speaking	I can ask staff questions about how to write a "hiyarihatto" report and understand a number of their simple answers.	Business correspondence	Staff	Taking part in communication related to duties	Interactive activities (Oral)
26	Speaking	I can tell staff the contents in short simple terms and ask them to check my Japanese in order to write care records.	Request for assistance related to duties	Staff	Taking part in communication related to duties	Interactive activities (Oral)
27	Speaking	I can ask a colleague or supervisor to check my usage of Japanese, content, format, etc. in order to make a notice, menu, or poster.	Request for assistance related to duties	Staff	Taking part in communication related to duties	Interactive activities (Oral)
28	Speaking	I can check the work and receive directions when I give physical assistance (eating, bathing, excretion, etc.) in collaboration with several staff members.	Physical assistance	Staff	Interacting during cooperative work	Interactive activities (Oral)
29	Listening	I can listen to a member of staff talking about a user's life in the facility and understand some of the information if spoken slowly and clearly.	Business correspondence	Staff	Taking part in communication related to duties	Receptive activities(Listening)
30	Listening	I can listen to a member of staff talking about the condition of a user and how to respond to it, and understand most information if spoken slowly and clearly.	Business correspondence	Staff	Taking part in communication related to duties	Receptive activities(Listening)
31	Listening	I can listen to and understand short explanations of the starting time and the content of recreation if the announcement is pronounced clearly.	Business correspondence	Announcement	Listening to announcements	Receptive activities(Listening)
32	Listening	I can listen to and understand an announcement from facility staff if the announcement is pronounced clearly.	Business correspondence	Announcement	Listening to announcements	Receptive activities(Listening)

33	Listening	I can listen to a member of staff's explanation and mostly understand important points of and how to use care products, including diapers, while being shown these.	General assistance	Staff	Taking part in communication related to duties	Receptive activities(Listening)
34	Listening	I can listen to a member of staff and mostly understand a simple explanation and important points about care records while being shown these, if explained slowly and clearly.	General assistance	Staff	Listening to staff's instructions and explanations	Receptive activities(Listening)
35	Listening	I can mostly understand how to serve care food and Japanese tea (green tea, hojicha - roasted green tea, genmaicha - tea with roasted rice, etc.) by being shown and other important points for service if spoken slowly and clearly.	Physical assistance/Eating assistance	Staff	Listening to staff's instructions and explanations	Receptive activities(Listening)
36	Listening	I can listen to and mostly understand a member of staff's instructions and important points about physical assistance (eating, bathing, excrement, etc.) tailored to the user's condition.	General assistance	Staff	Listening to staff's instructions and explanations	Receptive activities(Listening)
37	Listening	I can listen to and understand a member of staff's instructions and important points related to a user's medicine if spoken slowly and clearly.	Physical assistance /Assistance taking medicine	Staff	Listening to staff's instructions and explanations	Receptive activities(Listening)
38	Listening	I can listen to and understand a user's complaints using words related to body parts including "my stomach hurts" in a care situation.	General assistance	Users	Listening to users' requests and complaints	Receptive activities(Listening)
39	Listening	I can listen to and understand a user's requests including "I want to go home" in a care situation.	General assistance	Users	Listening to users' requests and complaints	Receptive activities(Listening)
40	Listening	I can listen to and understand a short report about a user's condition, when handing over shifts.	Business correspondence /Handing over	Staff	Taking part in communication related to duties	Receptive activities(Listening)
41	Writing	I can write a self introduction in short simple sentences for a work newsletter, bulletin board, etc.	Self-introduction	Handouts· Notices	Writing greetings	Productive activities (Writing)
42	Writing	I can write comments related to activities a user participated in (e.g. praise for a piece of work the user produced) in short simple sentences.	Business correspondence	Memos· Cards	Writing short notes or cards	Productive activities (Writing)
43	Writing	I can write a staff handover message, for example, about a change in a user's bath day in short sentences on a whiteboard.	Business correspondence	Memos· Cards	Writing short notes or cards	Productive activities (Writing)
44	Writing	I can write, for example, leave preferences in short simple sentences on application forms, office paperwork (forms and documents) at the work place, etc.	Business correspondence	Application for leave	Writing documents related to duties	Productive activities (Writing)
45	Writing	I can write staff handover notes related to changes in shifts, the time of visits by users' families, etc. in short simple sentences.	Business correspondence	Correspondence notebooks	Writing documents related to duties	Productive activities (Writing)
46	Writing	I can write users' preferences and remarks about meals, seasoning, etc. in short simple sentences, for example, in care records.	Business correspondence	Care recording	Writing documents related to duties	Productive activities (Writing)
47	Writing	I can write the required information about bathing, excretion, etc. in check lists, remarks columns, etc..	Business correspondence	Care recording	Writing documents related to duties	Productive activities (Writing)
48	Writing	I can write, for example, the work I did in a daily report (record of personal reflections) in short simple sentences.	Business correspondence	Care recording	Writing documents related to duties	Productive activities (Writing)
49	Writing	I can write, for example, the place where it occurred in a "hiyarihatto" report in short simple sentences when I nearly cause a user to fall over when moving him/her during the administration of body care if I receive help from staff.	Business correspondence	Reports	Writing documents related to duties	Productive activities (Writing)

50	Writing	I can write an accident report using short fixed expressions, such as where it occurred, when I cause a user to fall over when moving him/her during the administration of body care if I receive help from staff.	Business correspondence	Reports	Writing documents related to duties	Productive activities (Writing)
51	Reading	I can read short texts, including e-mails from staff and text messages, for example, about changes in working time, and understand necessary information, such as announcements about work.	Business correspondence	Emails • SNSs	Interacting by letter or email	Receptive activities(Reading)
52	Reading	I can read short sentences on the package of a product, and find informations needed to carry out my work, such as its usage, size, handling, etc., if illustrations help.	General assistance	Descriptions	Finding out essential information	Receptive activities(Reading)
53	Reading	I can read a short simple explanation in a manual related to currently prevalent infectious diseases, and understand necessary informations, such as the procedure for washing hands and disposing of vomit, if a member of staff helps me by explaining unknown words.	General assistance	Manuals	Reading essential information	Receptive activities(Reading)
54	Reading	I can read care records and understand informations needed to carry out my work, concerning user's health conditions if a member of staff helps me by explaining unknown words.	Business correspondence	Care recording	Reading essential information	Receptive activities(Reading)
55	Reading	I can read care records, and understand information needed to carry out my work, such as a user's food preferences (likes and dislikes of food, seasoning, etc.) if a member of staff helps me by explaining unknown words.	Business correspondence	Care recording	Reading essential information	Receptive activities(Reading)
56	Reading	I can read an accident report and understand necessary informations if a member of staff helps me by explaining unknown words.	Business correspondence	Reports	Reading essential information	Receptive activities(Reading)
57	Reading	I can read the "hiyarihatto" report and understand necessary informations if a member of staff helps me by explaining unknown words.	Business correspondence	Reports	Reading essential information	Receptive activities(Reading)
58	Reading	I can read a memo written on a whiteboard, and more or less understand its contents if a member of staff helps me by explaining unknown words.	Business correspondence	Memos • Cards	Reading essential information	Receptive activities(Reading)
59	Reading	I can read notices from the facility about social events, staff training, etc. and understand necessary informations, such as work announcements, duties, etc. if a member of staff helps me by explaining unknown words.	Business correspondence	Handouts	Finding out essential information	Receptive activities(Reading)
60	Reading	I can read notes and find necessary informations, such as work announcements, duties, etc. if a member of staff explains words I do not know.	Business correspondence	Correspondence notebooks	Finding out essential information	Receptive activities(Reading)
61	Reading	I can read short sentences on medicine packaging and in its directions, and find necessary informations, such as medicine type (pills, nose drops, etc.), usage, etc. if a member of staff helps me by explaining unknown words.	General assistance	Descriptions	Finding out essential information	Receptive activities(Reading)
62	Reading	I can look at a bulletin board showing the illustration about emergency evacuation, and find necessary information, such as evacuation route, points to be careful of, etc.	Business correspondence	Notices	Finding out essential information	Receptive activities(Reading)
63	Reading	I can read simple explanations, or look at illustrations and understand important points when separating and throwing away medical waste, used diapers, etc., and find informations needed to carry out my work.	Business correspondence	Notices	Finding out essential information	Receptive activities(Reading)
64	Reading	I can read simple explanations, or look at illustrations and understand simple instructions containing points to be careful about, for example, in order to avoid accidents when bathing, on posters displayed in the facility.	Business correspondence	Notices	Reading essential information	Receptive activities(Reading)
65	Reading	I can read simple explanations, or look at illustrations and understand simple instructions containing points to be careful for visitors (such as how to wash hands) on posters displayed in the facility.	Business correspondence	Notices	Reading essential information	Receptive activities(Reading)
66	Reading	I can read documents containing informations about facility users ("face sheets"), and find informations needed to carry out my work, such as basic user informations, user preferences, etc..	Business correspondence	Care recording	Finding out essential information	Receptive activities(Reading)

67	Reading	I can read instructions related to equipments and care products used when administering care (self-help devices, walkers, etc.), and understand informations needed to carry out my work if a member of staff helps me by explaining unknown words.	General assistance	Descriptions	Reading essential information	Receptive activities(Reading)
68	Reading	I can read instructions for equipments used for back of house work, such as washing machines and vacuum cleaners, and understand informations needed to carry out my work if a member of staff helps me by explaining unknown words.	General assistance	Descriptions	Reading essential information	Receptive activities(Reading)