



PRACTICAL ASSESSMENT TOOLS
FOR COLLEGE JAPANESE

大学の日本語クラスで使える
実践的評価ツール

editors

Kimi Kondo Brown
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preface

Preface

From July 9 through 13, 2012, the Assessments for Japanese Language Instruction Summer Institute was held at University of Hawai'i at Mānoa (UHM). This summer institute was sponsored by the National Foreign Language Resource Center and the National Resource Center East Asia at UHM. The institute was intended for Japanese language instructors from American universities and colleges, and provided lectures and hands-on sessions to improve the participants' theoretical knowledge and practical skills for assessing their students. We also provided them with a number of assessment examples of various approaches from the first editor's recent book “日本語教師のための評価入門 [Introduction to Assessment for Japanese Language Teachers]” (Kuroshio, 2012). In addition, as part of the institute, the second editor offered lectures on topics in language testing.

The overall goal of this summer institute was to encourage college Japanese language instructors to practice sound assessment practices in and beyond their home institutions. Throughout our time together in the institute, the participants worked on improving their own assessment tools, and then a month or so later, they sent those projects in as their final projects for the institute in the form of assessment modules.

Practical Assessment Tools for College Japanese collects and organizes those projects into a peer-reviewed publication with 21 assessment modules that were developed by these teachers of Japanese. Each module presents a practical assessment idea that can be adopted or adapted for the reader's own formative or summative assessment of their Japanese language learners. For ease of use, each module is organized in approximately the same way including background information, aims, levels, assessment times, resources, procedures, caveats and options, references, and other appended information. The 21 modules are organized into the following five categories:

Assessing speaking skills

Assessing writing skills

Assessing reading and translations skills

Assessing projects and cultural knowledge

Assessment for promoting learning skills and learner autonomy

We hope that the readers will find the assessment tools in this collection practical and useful for teaching and assessing Japanese language learners, especially those in higher education. Last but not least, we thank the external reviewer for her thoughtful and valuable comments.

Aloha from the editors,

Kimi Kondo-Brown
James Dean Brown
Waka Tominaga

Honolulu, August 2013

序文

序文

2012年7月9日から13日まで、ハワイ大学マノア校において、本校のNational Foreign Language Resource CenterとNational Resource Center East Asiaの後援により、日本語教育評価・夏季研修プログラム (The Assessments for Japanese Language Instruction Summer Institute) が開催されました。同プログラムは、全米各地の大学で日本語を教えている教員を対象にしたもので、参加者は講義やワークショップを通して、日本語評価に対する理論的知識および実践的スキルの向上を目指しました。研修会では、第一編集者の著書「日本語教師のための評価入門」(くろしお出版, 2012) に収められた様々なアプローチの評価実例を取り上げ、また、第二編集者による言語テストに関する講義も行われました。

同プログラムの目的は、参加者の所属大学だけでなく、他大学での日本語教育現場における評価活動の質を高めることでした。研修会期間中、参加者の日本語教師は各自が現場で使用してきた評価ツールの改良に取り組み、約一カ月後には最終プロジェクトとして、各自が取り組んだ評価ツールの実例をその説明と共に評価モジュール (assessment modules) という形で提出しました。

Practical Assessment Tools for College Japanese は、これらの評価モジュールを集めて編集し、外部査読者による審査を経て出版したものです。本書に収録された21の評価モジュールでは、それぞれ、日本語学習者の形成的および総括的評価に使える実用的なアイデアを紹介しています。読者が使用しやすいように、各モジュールはほぼ同じ構成を取っており(背景, 目的, レベル, 評価に要する時間, 使用教材, 手順, 注意事項とオプション, 参考文献, 資料など), 下の5つのカテゴリーに分けられています。

話す能力の評価

書く能力の評価

読む能力, および翻訳能力の評価

プロジェクトや文化的知識の評価

学習スキルや学習者の自律性を促進するための評価

本書で紹介した評価ツールが、読者の皆さまのクラスや大学での評価に役立つことを願っています。またこの場を借りて、有益なコメントをいただいた外部査読者にお礼を申し上げます。

編集者一同よりアロハの心をこめて、

近藤ブラウン妃美

ジェームス・ディーン・ブラウン

富永和歌

2013年8月 ホノルルにて

about

About the Editors

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Developing a Student-Centered Oral Test for a Beginning-Level Japanese Course

Waka Tominaga
University of Hawai'i at Mānoa

Background

The oral test presented in this paper was originally developed as an achievement test (i.e., final oral exam) for a second semester Japanese course (JPN 102) at the University of Hawai'i at Mānoa. The course used Situational Functional Japanese Vol. 1 and Vol. 2 (Tsukuba Language Group, 1994, 1995) as main textbooks and covered from Lesson 6 to Lesson 11 of the textbooks.

In order to create a student-centered oral test for this beginning-level Japanese course, I adopted a role-play situation (e.g., a short meeting to explain about a city tour) in which students must assume an active role handling the interaction by using their interactional skills and knowledge of the real world as well as learned grammatical patterns and vocabulary. Students are also involved in the process of grading in an attempt to increase their motivation and autonomous learning (Kondo-Brown, 2012).

Levels

Second semester Japanese (Novice-Mid or Novice-High on the ACTFL OPI scale)

Aims

To assess the extent to which students have achieved the abilities to:

1. Use simple question-answer sequences to get acquainted with a Japanese speaker
2. Utilize subject-oriented referent honorifics (*sonkeigo*) to show respect to the other party
3. Use learned grammatical patterns, expressions, and vocabulary to communicate effectively

Tominaga, W. (2013). Developing a student-centered oral test for a beginning-level Japanese course. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 1–8). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

4. Formulate sentence-level utterances to describe an event or a place
5. Comprehend sentence-level spoken Japanese and respond appropriately

Assessment time

About 15 minutes per student

Preparation time

30 minutes to prepare the handouts

Resources

1. Oral test study guide (for students) (see Appendix A)
2. Sample performance (for the instructor) (see Appendix B)
3. Student self-evaluation form (see Appendix C)
4. Instructor evaluation form (see Appendix D)

Procedures

Before the test

1. Give students the study guide and the student self-evaluation form. Go over them and explain the testing and grading procedures.
2. Tell the students that they should create a one-day city tour schedule for the role-play, including a few places to visit during the tour. Students need to bring the tour schedule to the test.
3. Demonstrate a sample performance of the role-play in front of the students. The instructor may choose to play the student's role and have a student play the instructor's role. Alternatively, the instructor may show a pre-recorded video of the role-play. (Note: A partial sample performance of the role-play is given in Appendix B for instructor reference. This should not be distributed to students in order to protect the validity of the test.)
4. Tell the students to practice the role-play with classmates and/or with other Japanese speakers in class or outside of class.

During the test

1. The instructor starts recording.
2. The student and instructor perform the role-play, which contains the following phases:
 - Meet and get acquainted with a guest from Japan
 - Explain about the tour to the guest
 - Answer the guest's questions about the tour
 - Wind down

Feedback and scoring

1. The student completes and submits the student self-evaluation form (see Appendix C) as homework.
2. The instructor reviews the recording and completes the instructor evaluation form (see Appendix D).
3. The final score (with a maximum of 100 points) will be calculated by adding the student self-evaluation score (maximum 30 points) and the instructor evaluation score (maximum 70 points).

Caveats and options

1. In order to enhance the clarity of grading, give students the self-evaluation form and explain how to use it. Also tell students that the same rating criteria will be used for the instructor evaluation. Go over each rating criterion to make sure that students understand what is expected.
2. It is suggested that the student's self-evaluation score be added to the instructor's evaluation in determining the final score. In this way, students will have a chance to reflect on their performance and actively participate in the assessment (e.g., their opinions about how they did on the test will be reflected in their final scores). However, some students may overestimate their performance in order to receive a higher score. If the instructor is concerned about such an issue, he/she may choose to use the instructor evaluation only. Alternatively, when the instructor's and student's evaluations are greatly different, the instructor may hold a conference with the student and discuss the differences in order to resolve discrepancies.
3. In the test, after the student finishes explaining about the tour, ask a few questions about the tour. Some sample questions include:
 - X は、どんな所ですか。 (“What kind of place is X?”)
 - どこで昼ごはんを食べたらいいですか。 (“Where can I eat lunch?”)
 - X から Y まで何分ぐらいかかりますか。 (“How long does it take to get to X from Y?”)
 - [place] で、タバコをすってもいいですか。 (“May I smoke in [place]?”)
 - [place] で、携帯電話を使ってもいいですか。 (“May I use my cell phone in [place]?”)

Contributor

Waka Tominaga is a Ph.D. candidate in the Department of East Asian Languages and Literatures at the University of Hawai'i at Mānoa. Her research interests include Japanese language pedagogy, conversation analysis, materials development, OPIs, and assessment.

References and further reading

Kondo-Brown, K. (2012). *Nihongo kyooshi no tame no hyooka nyuumon* [Introduction to assessment for Japanese language teachers]. Tokyo: Kuroshio.

Tsukuba Language Group. (1994). *Situational Functional Japanese, Vol. 2: Notes (2nd ed.)*. Tokyo: Bonjinsha.

Tsukuba Language Group. (1995). *Situational Functional Japanese, Vol. 1: Notes. (2nd ed.)*. Tokyo: Bonjinsha.

Appendix A: Oral test study guide (for students)

Role-play (about 10 minutes)

Situation: You are working at an organization in Honolulu, which is having a group of international visitors for a conference. The organization is planning a one-day city tour on Oahu for the visitors, and you are asked to explain to a Japanese participant (in her 40's) about the city tour in person.

1. Meet the guest from Japan
 - Exchange greetings and introduce yourself briefly.
 - Ask a few questions about the guest in order to get acquainted with her. Use honorific expressions appropriately.
2. Explain about the tour schedule
 - Introduce the topic of the tour.
 - Explain the schedule (e.g., date, time, means of transportation, places to visit, your opinions/impressions about the places, how long it takes to get there, etc.)
 - Give instructions and make suggestions as appropriate, using learned grammatical patterns and expressions (e.g., request/command ~てください; prohibition ~ないでください; permission ~でもいいです; suggestion ~たらいいと思います/~たらいかがですか)
3. Answer the guest's questions
 - Ask the guest if she has any questions about the tour
 - Answer the questions
4. Winding down
 - Make sure that the guest has no more questions
 - Wrap up the meeting and say goodbye

Preparation


1. Make a one-day city tour schedule including a few (2 or 3) places to visit. Write it down on a sheet of paper *in English*. Bring it to the test.
2. Think about what you need to say. Incorporate a variety of grammar points and conversation strategies you learned in the course in order to make your talk more effective and appropriate.
3. Practice with your classmates and/or other Japanese speakers. Go through the task and ask your partner whether your explanation was clear, informative, and well organized.

Grading (10% of final grade)

1. After the test, complete and submit the student self-evaluation form (homework).
2. The instructor will independently grade your performance using the same criteria.
3. Your final score (with a maximum of 100 points) will be calculated by adding your self-evaluation score (maximum 30 points) and the instructor's evaluation score (maximum 70 points).

Appendix B: Sample performance (for the instructor)

Oahu City Tour	
<i>Dec. 8 (Sat) 10:00 am–4:00 pm</i>	
10:00	Meet in front of Student Service Center at UH
10:30–11:00	Nu'uanu Pali Lookout
11:30–1:30	Bishop Museum
2:00–4:00	Hanauma Bay <ul style="list-style-type: none">• Bring your swimsuit if you want to swim.• Please do not feed fish at Hanauma Bay.



A=student, B=instructor

(meeting the guest)

A: こんにちは。はじめまして、〇〇です。どうぞよろしく申し上げます。

B: はじめまして。田中です。よろしく申し上げます。

A: 田中さんは、日本から いらっしゃいましたか。

B: はい。東京から来ました。

A: ああ、そうですか。ハワイは、はじめてですか。

B: ええ、はじめてです。ハワイは、いいですね。あたたかくて、きれいで。

A: そうですね。もう ビーチに いらっしゃいましたか。

B: ええ、昨日、ワイキキビーチに 行きました。

A: ああ、そうですか。いいですね。

(explaining the tour schedule)

A: ええと、それでは、ツアーのことですが。

B: はい。

A: 12月8日の午前10時から4時までです。今週の土曜日ですね。

B: はい。

A: 午前10時にハワイ大学のStudent Service Centerの前に来てください¹。

B: はい。

A: 10時にバスが出るので、時間におくれないでくださいね。

B: 分かりました。

A: さいしょに、Nu'uanu Pali Lookoutというところに 行きます。

B: はい。

A: ハワイ大学から、Nu'uanu Pali Lookoutまで、バスで30分ぐらいです。

¹ 既習であれば、お越しくださいを使う。

- B: そうですか。
- A: Nu'uaniu Pali Lookoutは、山の中でちょっと寒いけど、とてもきれいですよ。
- B: ああ、そうですか。いいですね。
- A: はい。それから、11時半ごろ、Bishop Museumに行きます。
- B: はい。
- A: Bishop Museumで写真をとりたいかったら、とってもいいですよ。
- B: あ、はい。
- A: そして、時間があつたら、Bishop Museumのレストランで、お昼ごはんを食べたらいいと思います。(the talk continues)

Appendix C: Student self-evaluation form

Assess your oral performance on each of the rating criteria below and submit your self-ratings.

	Noooo!	More or less, yes.	Definitely yes!
			
1. I appropriately used greeting expressions and introduced myself.	0	1	2
2. I asked a few appropriate questions to get acquainted with the guest.	0	1	2
3. I used <i>keigo</i> (honorific expressions) to show respect to the guest.	0	1	2
4. I introduced the topic of the tour effectively.	0	1	2
5. I provided basic information about the tour, including the date/day, time, places to visit, means of transportation, etc.	0	1	2
6. I described the places to visit during the tour using several sentence-length utterances.	0	1	2
7. I effectively gave instructions and made suggestions using learned grammatical patterns (e.g., ~てください, ~ないてください, ~てもいいです, ~たらいいと思います).	0	1	2
8. I asked if the guest had any questions about the tour, and answered those questions (if any) adequately.	0	1	2
9. I used appropriate leave-taking expressions.	0	1	2
10. Overall, I handled the conversation competently.	0	1	2
11. I used appropriate <i>aizuchi</i> to show interest and understanding when the guest was speaking (e.g., はい or ええ uh huh, ああ, そうですね oh I see).	0	1	2
12. I accurately and appropriately used grammatical structures, vocabulary, particles, tense, and inflection.	0	1	2
13. The content of my talk was interesting and well-developed with sufficient details and good organization.	0	1	2
14. My speech was smooth without too many pauses or um's. My pronunciation was good.	0	1	2
15. I am confident that the guest understood me most of the time during the role-play.	0	1	2

total score (maximum of 30 points):

Please provide comments that will help your instructor understand your ratings above if any.

Appendix D: Instructor evaluation form

final score: _____/100 (instructor evaluation _____/70 + self-evaluation _____/30)

	poor	average	excellent
1. The student appropriately used greeting expressions and introduced him/herself.	0	1 2	3 4
2. The student asked a few appropriate questions to get acquainted with the guest.	0 1	2 3	4 5
3. The student used <i>keigo</i> (honorific expressions) to show respect to the guest.	0 1	2 3	4 5
4. The student introduced the topic of the tour effectively.	0	1 2	3
5. The student provided basic information about the tour, including the date/day, time, places to visit, means of transportation, etc.	0 1	2 3	4 5
6. The student described the places to visit during the tour using several sentence-length utterances.	0 1	2 3	4 5
7. The student effectively gave instructions and made suggestions using learned grammatical patterns (e.g., ~てください, ~ないてください, ~でもいいです, ~たらいいと思います).	0 1	2 3	4 5
8. The student asked if the guest had any questions about the tour, and answered those questions (if any) adequately.	0 1	2 3	4 5
9. The student used appropriate leave-taking expressions.	0	1 2	3
10. Overall, the student handled the conversation competently.	0 1	2 3	4 5
11. The student used appropriate <i>aizuchi</i> to show interest and understanding when the guest was speaking (e.g., はい or ええ <i>uh huh</i> , ああ、そうですか <i>oh I see</i>).	0 1	2 3	4 5
12. The student accurately and appropriately used grammatical structures, vocabulary, particles, tense, and inflection.	0 1	2 3	4 5
13. The content of the student's talk was interesting and well-developed with sufficient details and good organization.	0 1	2 3	4 5
14. The student's speech was smooth without too many pauses or instances of <i>um</i> . The student's pronunciation was good.	0 1	2 3	4 5
15. I understood the student most of the time during the role-play.	0 1	2 3	4 5

total score (maximum of 70 points):

instructor's comments:



Oral Performance Test as a Formative Assessment in an Intermediate-Level College Japanese Language Course

Yasuko Takata Rallings
Wake Forest University

Background

The third semester theme-based Japanese course at Wake Forest University covers various situations that students often encounter while living and studying in Japan. Students learn the vocabulary and grammar that are necessary to function in those situations. The situations are as follows: meeting new friends and a host family, discussing house rules with a host family, asking for help when ill, confiding in friends about difficulties, giving advice, learning about regions and cities in Japan and making travel plans, asking for street directions, sending letters and packages at the post office, and learning about gift-giving customs.

In order to assess students' progress in achieving the objectives of the course, two oral performance tests are given each semester, one in the midterm exam week and the other toward the end of the semester. The testing tool presented in this module is the midterm oral test. In designing the test, the goal was to use it as a formative assessment. A formative assessment is often described as an assessment for learning which provides feedback that leads to modifying teaching and learning activities (Black & Jones, 2006; William, 2011). Self-assessment is considered a very important part of a formative assessment because it enables students to better understand the gap between their abilities and the target level and to determine ways to bridge it (Black & Jones, 2006). For a test to be an effective formative assessment, content and delivery of feedback are as important as, or even more important than, the test itself. Therefore, scoring and feedback methods for the oral performance test should be carefully planned so as to enhance the impact on students' learning. In the present test, after each pair of students completes three face-to-face conversations prompted by task cards, students fill out a self-evaluation form in which they not only rate their own

Rallings, Y. T. (2013). Oral performance test as a formative assessment in an intermediate-level college Japanese language course. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 9–17). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

performances but also write down how they can improve. The purpose of the self-evaluation is to help students monitor their own learning; it does not influence the test score. The teacher uses an analytical scoring rubric with detailed descriptions to give the grade. Moreover, there is an additional feedback section with check boxes and comments so that teachers can give specific suggestions to improve students' oral performances.

Levels

Intermediate

Aims

The overall goal is to assess students' abilities to function orally in the situations covered in the course; specifically, students are expected to be able to do the following:

1. Introduce themselves to new friends and host family members and talk about daily activities and hobbies
2. Talk about what they should and shouldn't do including house rules
3. Complain about problems
4. Give advice and suggestions
5. Exchange information about Japanese towns and create travel plans

Assessment time

About 30 minutes per pair including time for self-evaluation

Preparation time

About 30 minutes to make copies and to gather materials and equipment

Resources

1. Task prompt cards (see Appendix A)
2. Town information sheet (for Task 2; see Appendix B)
3. Student self-evaluation form (see Appendix C)
4. Analytical scoring rubric (see Appendix D)
5. Recording device

Procedures

1. Have a pair of students come into the room in a culturally appropriate manner (e.g., use proper greetings, bow).
2. Have a brief warm-up conversation.
3. Give the first task prompt card (Appendix A) to the students.
4. Start the recorder while the students read the prompt on the card (Appendix A) silently.
5. The students perform the first task.

6. Repeat the same procedures (steps 4 and 5) with the second and third cards. For the second task, give the town information sheet (Appendix B) with the task prompt.
7. When they are finished, give the self-evaluation forms (Appendix C) to each student and ask them to fill it out. Collect the forms when they finish.
8. After the students leave the room, the teacher should immediately rate the performance of each student using the rubric (Appendix D).
9. The recordings should be reviewed later to confirm the accuracy and consistency of the ratings. Make necessary adjustments on the ratings.

Feedback and scoring

1. Record strengths and weaknesses by circling/underlining descriptions in the rubric. Also write brief comments and utilize the check boxes at the bottom of the rubric as appropriate.
2. Give a copy of the scoring rubric with ratings and comments to the students.

Caveats and options

1. Consider making the following available to the students prior to the test: A handout that explains the learning objectives that will be tested, testing procedures, scoring rubric, and self-evaluation form.
2. In conducting paired oral tests, I assume that the importance of collaboration in group work is always emphasized in class and that students are working in various pairs and groups daily. In other words, the content and method of oral tests should reflect what is taught in class and how the class is conducted. There are different ways to make pairs for the test. The teacher can assign pairs, randomly draw names, or let students choose partners. It is not necessary to manipulate pair assignments based on students' proficiency levels. In a study by Davis (2009), it was found that proficiency levels of paired students had very little influence on oral test scores. Even when different proficiency levels did affect performances, no negative impact was observed, and lower-proficiency students sometimes benefitted from working with higher-proficiency students (Davis, 2009). No matter how pairs are assigned, students should be able to perform effectively if they are taught interactional skills through regular group work in class.
3. If possible, ask a colleague to listen to the recorded tests and evaluate students' performances using the rubric. Having additional graders insures that the grading is consistent and strengthens the reliability of the test.
4. Set up a meeting with each student to discuss the results including the rubric and self-evaluation. If students disagree with the rubric scores, meeting in person will help them better understand the expectations and plan how to improve their performances.

Contributor

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Appendix A: Task prompt cards

Task 1. You have about 30 seconds to read the following and prepare for the task.

You are new friends who recently met in Japan and want to find out more about each other. Talk about what you do every day, your hobbies, and what you want to/plan to do in Japan. Consider what mutual interests you have and extend an invitation to do something together. You have about three minutes to complete the task.

Try to use varied vocabulary, and incorporate many sentence structures that you have learned such as the following:

- The potential form
- Doing such and such
- “While...”
- Strong and weak intentions
- “Plan to ...”
- Try something for the first time

Task 2. You have about a minute to read the following and the travel information and prepare for the task.

You live in Tokyo, and you want to take a trip with a friend. You have obtained travel information about two towns. Look at the information, discuss it with your friend, choose which town to go to and make a travel plan. You have about five minutes to complete the task.

Try to use varied vocabulary and incorporate many sentence structures that you have learned such as the following:

- Listing reasons
- Trying doing something for the first time
- “If...”
- Hearsay (if appropriate)
- “Before” and “After”

Task 3 (A/B) . You have about 30 seconds to read the following and prepare for the task.

You are studying abroad in Japan, taking courses at a Japanese university, and living with a host family. Living and studying in another country is exciting but not easy, and you are a bit stressed out. You are talking to another student about your difficulties, and it turns out that your friend is also having a hard time. Share your complaints and give each other advice. You have about five minutes to complete the task.

Try to use varied vocabulary and incorporate many sentence structures that you have learned such as the following:

- “too much”
- “so that...”
- Prohibition “must not...”
- Giving advice/suggestions “It’s better (not) to...” “How about...?”
- If you are A, start the conversation by asking “What’s wrong?”

Appendix B: Town information sheet for task 2

いしかわけんかなざわし
石川県金沢市

金沢でできること

- | | |
|---|----------------------------|
| <p>けんろくえん (有名な日本庭園 (garden)) を見る</p> <p>かなざわじょう (お城 castle) を観光する</p> | <p>古い町を歩く</p> <p>温泉に入る</p> |
|---|----------------------------|

食べ物

おいしいかに



有名な和菓子(日本のお菓子)



泊まる場所

ガーデンホテル金沢：駅の前にある

やまむろ旅館：駅からちょっと遠いが、名所に歩いて行ける

ながさきけんながさきし
長崎県長崎市

長崎でできること

- | | |
|---------------------------------------|-------------------------------|
| •ナガサキ・ピース・ミュージアムに行く | ろめん
•路面電車 (street car) に乗る |
| ちゅうかがい
•中華街 (China Town)で食べる | ゆうえんち あそ
•遊園地で遊ぶ |
| •日本で一番古い ぎょうかい 教会 (church)を かんこう 観光する | |

食べ物

ながさき 長崎チャンポン 	カステラ (ケーキ) 
--	--

ばしょ
泊まる場所

- | |
|--|
| ふじわら旅館：えき 駅から歩いて5分 |
| ながさき ちゅうかがい
長崎ホテル：中華街 (China Town)に近い |

Appendix C: Student oral test self-evaluation

Evaluate your performance by choosing 1–5 for each item below.

1. *Task completion.* I was able to complete the tasks by giving fully developed responses. I was able to use appropriate communication strategies (e.g., ask to repeat the question, ask for confirmation, or paraphrase) to complete the task.

1	2	3	4	5
could be better				very well

2. *Interactional skills.* I listened to my partner carefully and answered questions or asked related questions well. I also used effective conversational fillers.

1	2	3	4	5
could be better				very well

3. *Fluency.* I was able to carry on conversations without excessive hesitations and pauses.

1	2	3	4	5
could be better				very well

4. *Language control.* I was able to carry on conversations with accuracy in grammar and vocabulary use.

1	2	3	4	5
could be better				very well

5. *Variety.* I was able to use many grammatical structures and vocabulary words we have learned.

1	2	3	4	5
could be better				very well

6. *Clarity.* I was able to speak with clear pronunciation and intonation.

1	2	3	4	5
could be better				very well

Please describe what you would do to improve your performance.

Appendix D: Analytical scoring rubric

会話試験評価 Oral Test Evaluation

名前: _____ /50点

	すばらしい! exceeded expectations	とてもよくできました superior	よくできました satisfactory	がんばりましょう need improvement	まだまだです poor
task completion	Completed the tasks successfully by giving fully developed responses. Used appropriate conversational strategies.	Completed the tasks successfully. Responses were developed fully most of the time. Used appropriate conversational strategies.	Completed the tasks but with some difficulty.	Unable to complete some of the tasks because of limited responses and conversational strategies.	Did not complete the tasks. Responses were poorly developed. Unable to use conversational strategies.
(10)	10	9	8	6-7	1-5
interactional skills	Demonstrated excellent interactional skills as a conversation partner.	Demonstrated very good interactional skills.	Demonstrated good interactional skills but sometimes a little more engagement in the conversation was needed.	Often lacked eagerness and engagement in the conversation.	Inappropriate and ineffective attitude as a conversation partner.
(5)	5	4.5	4	3	1-2
fluency	Exhibited natural and continuous speech.	Natural and continuous speech with minor hesitations and pauses.	Some stumbling, but managed to rephrase or continue.	Speech was often interrupted with stumbling and pauses.	Excessive hesitations and pauses; sentences were sometimes left uncompleted.
(10)	10	9	8	6-7	1-5
language control	Easily understood, with almost no errors.	Very good accuracy, very minor mistakes.	Mostly understandable but with some small problems.	Often hard to understand because of structural problems and inaccurate use of vocabulary.	Hard to understand because of many major problems.
(10)	10	9	8	6-7	1-5
variety	Used rich and extensive vocabulary and complex sentence structures.	Good use of vocabulary and sentence structure.	Some attempt to incorporate a variety of vocabulary words and sentence structures but lacked complexity.	Often lacked needed words and complex sentence structures.	Used only limited vocabulary. Sentences were very short and repetitive.
(10)	10	9	8	6-7	1-5
clarity	Very clear speech.	A few errors but overall clear speech.	Understandable but with some errors.	Often hard to understand.	Very hard to understand.
(5)	5	4.5	4	3	1-2

Feedback: How to improve your performance

- Be more confident when you speak.
- Look at your partner and be engaged in the conversation.
- Use proper conversational fillers. (e.g., ええっと.., ほんとうですか, etc.)
- Review how to use the following vocabulary/grammar items accurately in your conversation.

- Use more variety of grammatical structures such as the following:

- Practice pronouncing the following phrases accurately:

Oral Performance Development Tool

Noriko Taira Yasohama
Northwestern University

Background

It is fairly easy to reach Intermediate-Low proficiency on the ACTFL oral proficiency guidelines, even for learners of Japanese, one of the most difficult languages for English monolingual speakers to learn. With just one year of instruction, some learners can achieve Intermediate-Low proficiency; however, it takes much longer to reach Advanced (Low) proficiency. In intermediate courses, students are given a number of opportunities to speak in class—sometimes in a role play, sometimes in discussions of what they have read. However, their speech is often not monitored closely and not evaluated formally, and the students often receive no feedback. The present assessment module was created to address such shortcomings in intermediate Japanese language classrooms. In particular, this module was created to help intermediate learners monitor their own speech. As such it is designed to be student-centered and provide formative assessment. Thus it is not a test or testing tool. It is rather a tool to facilitate the development of oral skills. The tasks and topics selected in this module correspond to the tasks required to reach the Advanced proficiency in the ACTFL oral proficiency guidelines (e.g., to narrate a past experience or event; to describe a place; to describe a process, etc.) I started using this module in the intermediate level Japanese course (third-year) at Northwestern University beginning in fall of 2012. Some revisions and modifications may be incorporated as this module is implemented in the actual course.

Levels

Intermediate (i.e., those who have completed beginning level instruction; in this case, those who have completed a basic-level textbook series such as “Genki, vols.1–2,” “Nakama I, II,” “Yookoso, I, II”)

Yasohama, N. T. (2013). Oral performance development tool. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 18–23). Honolulu: University of Hawai'i, National Foreign Language Resource Center

Aims

1. To move students' oral proficiency to(wards) Advanced-Low on ACTFL Proficiency Guideline; specifically to assist students to be able to describe and narrate:
 - their experiences and familiar events with some details in all time frames
 - simple current affairs that they recently read or heard
 - in an organized paragraph with logical flow
 - with grammatical accuracy
 - with fluency and fairly accurate pronunciation and intonation (accent)
2. To help students become aware of their own strengths and weaknesses in speaking
3. To guide them through the process of developing oral skills

Preparation time

60 minutes to select topics and tasks suitable for the course

Assessment time

Evaluation about 10–20 minutes per task per student; conferences about 10–15 minutes per task per student

Resources

1. A list of topics (Appendix A)
2. Scoring rubric (Appendix B)
3. A computer that has a (video) recording feature or a digital recorder
4. An online material depository such as Google Drive to build a portfolio of recorded clips of the students' narratives.

Procedures

1. Choose tasks to be required in the course and select appropriate topics for each task. Appendix A. lists sample tasks and topics. The instructor may choose as many tasks in one course as appropriate.
2. Set up an online depository (e.g., Google Drive) and create a folder for each student. Each folder may be shared just between the student and the instructor or by the entire class.
3. Provide an overview of the task and explain the procedure to students. Make sure that all students in the course can access their folder on the online depository site. Having each student upload a sample video clip (e.g., self-introduction) at the beginning of the course is a good way to test accessibility. The instructor should also check if s/he can open the student's clips.
4. During the first week of classes, conduct an OPI with each student and identify their strengths and weaknesses.

5. Provide students with a list of topics (for examples, see Appendix A) and have them choose one topic in each task as their assignment. Based on the pre course OPI, the instructor may decide to determine the topic for a particular student.
6. Have the students record a narrative with a maximum length of 5 minutes.
7. Have the students evaluate their own narrative using the rubric (see Appendix B). Ask them to write a check mark in the parenthesis in each evaluation criterion (e.g., “Task,” “Fluency and Pronunciation”) on the table as they review their recorded narrative. They should leave the bottom portion blank.
8. Have the students turn in the audio/video clip along with their self-evaluated rubric to the instructor.
9. Evaluate their narrative using the same rubric sheet that the students used for self-evaluation.
10. In addition to the check marks in the rubric table, the instructor may add some comments for improvement and/or list specific errors the student made in the section “Notes from the instructor” at the bottom of the evaluation sheet.
11. Hold a 10–15 minute individual student-instructor conference on the evaluated narrative, and discuss discrepancies between student and instructor evaluations, improvement tips, etc.
12. Have students revise and re-record their narrative and submit the clip for a second time along with another self-evaluated rubric.
13. Evaluate the second narrative and return it to students with instructor evaluation.
14. Repeat steps 6–12 for each task.
15. Conduct an OPI with each student at the end of the course or year and provide feedback (either through written feedback or in a face-to-face conference).

Caveats and options

1. Seriously consider providing an orientation for the students at the beginning of the course, before starting the oral portfolio: Present the curricular and course goals with reference to the ACTFL OPI and clarify what they need to be able to do in the near future. This orientation should help students take more control of their learning.
2. Pre- and post-course OPIs can be omitted; however, conducting pretests and posttests will be greatly helpful for identifying each student’s strengths and weaknesses. The OPI does not have to be a full 30-minute version. A short 10–15 minute version may be enough to identify the students’ strengths and weaknesses, as well as to provide post-course feedback.
3. Student-teacher individual conferences may not be necessary for each topic. The conferences should only be held as long as they are useful.
4. Peer evaluation could be added at the time when students submit their first clip on a topic.

Contributor

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Kondo-Brown, K. (2012). *Nihongo kyooshi no tame no hyooka nyuumon* [Introduction to assessment for Japanese language teachers]. Tokyo: Kuroshio.

Kagawa, K., & Miura, K. (2011). *Breaking the advanced wall: Achieving “advanced” Japanese*. Unpublished paper presented at the ACTFL Annual Convention, Denver, CO.

Appendix A: Suggested topics for the narration tasks

For each task, choose one topic, and describe it in detail.

Task I: Describe a place

- Your room on/off campus: Where do you live and with whom? What is the setting of your room (Is it in an apartment or dorm?)? What’s in your room? Why did you put a certain item of furniture in a certain location? What do you usually do in your room? How do you like it there and why? Make a comparison to your room in your home, etc.
- Your hometown: Where do you live? Since when and for how long? What kind of town is it? How big? What’s available there? What is it famous for? What do you usually do when in town? How does your town compare to the town where your university is located? Etc.

Task II: Describe a person

- Your roommate: What does s/he do? What is s/he like (appearance, personality, etc.)? What does s/he like to do? What is it like to be his/her roommate? Etc.
- Your best friend: Who is s/he? What does s/he do? What is s/he like (appearance, personality, etc.)? What does s/he like to do? What do you do with him/her? What makes him/her your best friend? Etc.

Task III: Describe a past event/experience

- The most memorable event during the summer vacation/holiday.
- A trip you made recently (Include a memorable event or a mishap).
- The most embarrassing experience you have had.

Task IV: Describe a process from the beginning to the end

- How to make one of your favorite dishes or desserts.
- How you found your current part-time job or internship position/job.
- How you decided to come to the university where you now are.
- How you made a decision on a product that you recently purchased.

Task V: Describe other people's experiences

- News that recently interested you or caught your attention in a newspaper or on the radio.
- News that you read in the university newspaper.
- News that you read or heard this morning.

Appendix B: Evaluation rubric¹

topic: _____

name: _____

total score: /20

category	excellent (4)	good (3)	fair (2)	poor(1)
task	() Narration/description is fully completed with sufficient details. Native speakers who are not used to learners of Japanese will not have any problem understanding.	() Narration/description is mostly complete. Native speakers who are not used to learners of Japanese will have problems understanding a few details or small parts of the speech.	() Narration/description is partially complete. Native speakers who are not used to learners of Japanese will have a hard time understanding some major parts of the speech.	() Narration/description is mostly or not at all complete. Native speakers who are not used to learners of Japanese will have a hard time understanding the speech most of the time.
fluency and pronunciation (intonation)	() There are no interruptions with unnecessary pauses. Clear and accurate pronunciation throughout. Always comprehensible.	() A few interruptions with pauses. A few inaccurate or unclear pronunciations. Mostly comprehensible.	() Some interruptions with pause. Some incomprehensible speech due to inaccurate or unclear pronunciation.	() A lot of interruptions with pause. A lot of incomprehensible speech due to unclear or inaccurate pronunciation.
logical flow, organization	() Logical and flows smoothly throughout. Uses connectives accurately and narrated in an organized paragraph.	() Logical and flows smoothly most of the time. Connectives are used accurately most of the time (though not a complete paragraph).	() Some flaw in logical flow. Some errors in use of connectives (not a complete paragraph).	() A lot of flaws in logical flow. No or few connectives used accurately. Not a paragraph at all. More like a list of sentences.
sentence structure: range and accuracy	() A good range of sentence patterns to complete the narrative/description in detail. Very accurate: No or almost no grammatical errors.	() Adequate range of sentence patterns, but needs to narrate/describe with a few more details. A few grammatical errors.	() Needs more range of sentence patterns to complete the narrative/description minimally. Some grammatical errors.	() Limited range of sentence patterns. A lot more sentence patterns are needed to complete the narrative/description. Frequent grammatical errors.
vocabulary: range and accuracy	() A good range of vocabulary and expressions for the narrative/description. Appropriate and accurate choice of vocabulary and expressions.	() Adequate range of vocabulary and expressions, but needs a little more. A few inaccurate choices of vocabulary and expressions.	() Needs more of a range of vocabulary and expressions. Some inaccurate choices of vocabulary and expressions.	() Limited range of vocabulary and expressions. Frequent errors in choice of vocabulary and expressions.

Notes from the instructor: Please pay special attention to the checked areas below when revising the narration.

- content/details _____
- sentence connectives _____
- vocabulary and expressions _____
- particles _____
- conjugation _____
- pronunciation and accent _____
- other _____

¹ Note: This rubric was created with reference to information at the Center for Advanced Research on Language Acquisition website available at http://www.carla.umn.edu/assessment/vac/evaluation/p_7.html

An Oral Test Idea Incorporating Universal Design for Learning (UDL)

Shioko Yonezawa

Honolulu Community College

Background

Universal Design for Learning (UDL) is an approach to curriculum development that provides ALL students equal access to learning by addressing students' varied learning styles. Each student learns in a different way because he/she has unique skills, interests, and needs (Center for Applied Special Technology: <http://www.cast.org/udl/>). Honolulu Community College is a multi-ethnic/cultural open-door institution, and our students' backgrounds, and academic and career aspirations are all varied and unique. By adopting ideas from UDL, I addressed students' varied learning styles (e.g., pictures as visual aids), affective modes (e.g., how to alleviate anxiety), needs, and interests in using Japanese (e.g., authentic task). An authentic task involving getting to know each other would help students build better partnerships in their pairs. Checklists are developed for students to prepare for the oral test while practicing with a partner outside of the classroom. The self-evaluation checklist, in particular, can be used to review their strengths and weaknesses before the oral test. After the oral test, students can use it for self-evaluation while at the same time using it to help prepare for the final written examination.

Levels

Elementary level (Japanese 101)

Aims

To assess students' oral communication (speaking and listening) skills in a given situation (e.g., Students who were classmates in a Japanese class would like to get to know each other by asking simple questions about topics such as routines, leisure activities, and likes/dislikes).

Yonezawa, S. (2013). An oral test idea incorporating Universal Design for Learning (UDL). In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 24–32). Honolulu: University of Hawai'i, National Foreign Language Resource Center

Assessment time

10–15 minutes per pair

Preparation time

4 hours in total to create most tools from scratch; once created, all the tools can be recycled for future use; preparation time will become much shorter after the first use (less than 1 hour in total)

Resources

Instructor provides students with items (1–5) in advance; items 6–7 will be used in class; and items 8–9 will be used on the test day:

1. Instruction sheet to explain the oral test
2. Task cards (see Appendix A)
3. Checklist I: Topics with sample questions (see Appendix B)
4. Checklist II: Self-evaluation sheet (see Appendix C)
5. Rubric (see Appendix D)
6. Sample dialogs/useful expressions
7. Sign-up sheet (students form pairs and sign-up)
8. Props/pictures (see Appendix E)
9. Recorder (e.g., a digital recorder)

Procedures

Before class, create assessment tools listed in the resource section (Items 1–8).

In class:

1. Distribute the items (1–5) above to students and explain each item: Students will be tested using the same tasks, so they will need to bring the task cards (Item 2) and rubric (Item 5) to their oral test.
2. Have students practice with Checklists I and II (Items 3 and 4).
3. Model a sample dialog with a volunteer student in front of the other students and provide feedback.
4. Refer to sample dialogs (using handout or PowerPoint) or useful expressions that are made available online.
5. Have students pick their own partner (optional: the instructor can assign pairs, which might increase the difficulty of task performance due to an increased level of anxiety).
6. Have students sign-up as pairs.
7. Encourage the pairs to practice outside the classroom using the two checklists listed above in numbers 3 and 4.

On the day of the oral test, set up the testing site as follows:

1. Arrange seating so that you and each student can sit comfortably.
2. Arrange props/pictures selected to prompt students to ask questions (some students may not need pictures, but others may find them useful).
3. Prepare a digital recorder.

Before each pair's assessment:

1. Welcome each pair and have them take a seat.
2. Collect the rubric from each student so that the instructor can write the student's score and feedback on it and return it to the student later.
3. Ask warm-up questions.

During the oral test:

1. Assign a task to each student.
2. Show props/pictures (optional: use props/pictures only; students do not use task cards).
3. Listen to student performance in a relaxed manner.
4. Jot down brief impressions of each student's performance (to do this, it is probably better to sit a little away from the students' desks).

When the task is done:

1. Ask a few questions about the rest of the day or about their weekend plans to make them feel relaxed.
2. Smile and say "good-bye" to students.

Afterwards, outside the classroom:

1. Grade students' recorded performances using the rubric while listening to the recordings.
2. Prepare feedback on each student's rubric.
3. Have students self-evaluate their performance using Checklist II.

Feedback and scoring

1. To increase efficiency during the oral test, I normally jot down a brief impression of each student's performance (not detailed notes of their mistakes) and provide students with immediate feedback. In this case, the instructor should explain ahead of time that the purpose of taking notes is to give immediate feedback and to alleviate students' stress over their performance later. Simple feedback such as *okay* and *good job* can help students at least feel a bit relieved. If student performance is not at the desirable level, you can tell them that they will be informed of their grade later.
2. Consider combining your scores with the students' self-evaluation checklist scores. For example, you could:
 - Send the recorded audio file to students by email.
 - Have students listen to their performances and self-evaluate using the Checklist II: Self-evaluation sheet (see Appendix C).

- Collect students' checklists.
- Combine the scores from your rubric (Appendix D) and from the students' Checklist II: Self-evaluations when assigning an overall grade for this oral test.

Caveats and options

1. Rapport between student partners and between students and the instructor are very important for successful student performances. To reduce students' anxiety in performing in front of the instructor, having students find their own partner usually works better than assigning two strangers to work together. Using group/pair activities on a regular basis in class should make it easier for students to find a partner. If there is a student who cannot find a partner for some reason, the instructor may need to coordinate a pair.
2. In the case of odd numbers of students, any student who agrees to perform twice can be rewarded at the instructor's discretion. It usually works to tell the student that he/she will get a chance to rehearse by doing two rounds and get the better of the two grades.

Contributor

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Appendix A: Task cards

Task 1 Role A

You (A) met B before in Japanese class and would like to get to know each other by striking up a conversation. Select three topics from below and ask questions:

- School/class
- Sports
- Last weekend
- Upcoming weekend

On each topic, expand the conversation.

Task 1 Role B

You (B) met A before in Japanese class and would like to get know each other by striking up a conversation. Select three topics from below and ask questions:

- Part-time job/work
- Daily routines (e.g., watching TV)
- Food
- High school time

On each topic, expand the conversation.

Appendix B: Checklist I (topics with sample questions)

During the oral test, you should be able to ASK and ANSWER questions based on what we learned in class. Check off each sample question for *asking* and *answering*, respectively. If you feel *not sure* about something, those are the ones that you need work hard on before the oral test. Also, be prepared to expand the conversation on each topic.

topics	Checklist I (topics with sample questions)	asking		answering	
		OK	not sure	OK	not sure
1 routine activities	What time do you go/come to school every day? まいにちなん時がっこうに行きます/きますか。				
	What time do you normally wake up? たいてい、なん時におきますか。				
	What time do you return home? なん時にうちにかえりますか。				
	Do you watch TV every day? まいにち、テレビを見ますか。				
	What do you normally do on weekends? しゅうまつは、たいていなにをしますか。				
2 classes	What classes are you taking? なんのクラスがありますか。				
	How is the class? クラスはどうですか。				
3 part-time job/work	On what days do you go to work? なん曜日にアルバイト/しごとに行きますか。				
4 likings	Do you like sports? スポーツがすきですか。				
	What kind of sports do you like? どんなスポーツがすきですか。				
	What kind of food do you like? どんな食べものがすきですか。				
5 weekend (past and future)	How was your weekend? しゅうまつはどうでしたか。				
	What did you do over the weekend? しゅうまつ、なにをしましたか。				
	How was the movie? えいがはどうでしたか。				
	What are you doing this upcoming weekend? しゅうまつ、なにをしますか。				
6 high school time	What did you do often when you were in high school? こうこうのとき、よくなにをしましたか。				
	What class did you like? なんのクラスがすきでしたか。				
	How were your teachers? 先生はどうでしたか。				

Appendix C: Checklist II (self-evaluation sheet)

Before the oral test: Prepare for the oral test using this self-evaluation sheet by paying attention to each statement.

After the oral test: Self-evaluate your performance using the scale 1–5.

Read each statement carefully and choose your response (1–5) based on your performance.

1: strongly disagree, 2: somewhat disagree, 3: neutral, 4: somewhat agree, 5: strongly agree

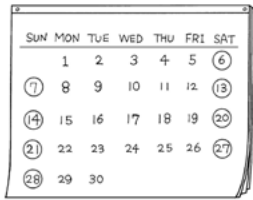
criteria	Checklist II (self-evaluation sheet)					
task performance	Understood the partner's speech very well throughout the task.	1	2	3	4	5
	Took initiative to speak by appropriately taking turns.	1	2	3	4	5
	Expanded the conversation whenever applicable.	1	2	3	4	5
accuracy in grammar	Used verb forms correctly (e.g., present 食べます/食べません vs. past 食べました/食べませんでした).	1	2	3	4	5
	Used adjective forms correctly (e.g., present おもしろいです/おもしろくないです vs. past おもしろかったです/おもしろくありません).	1	2	3	4	5
	Used particles correctly (location で, object を, goal に/へ).	1	2	3	4	5
appropriate usage of new vocabulary and expressions	Used a variety of expressions correctly.	1	2	3	4	5
	Used the partner's name referring to the partner instead of using あなた (e.g., おおさんは、どんな食べものが好きですか。).	1	2	3	4	5
	Used Japanese hesitation markers such as ええと or/and そうですね as necessary instead of using English hesitation marker umm.	1	2	3	4	5
pronunciation (accent and intonation)	Accent and intonation were clear for communication.	1	2	3	4	5
	Questions and statements were clearly distinguished.	1	2	3	4	5
naturalness of delivery (fluency and culture)	Occasionally used あの when asking a question.	1	2	3	4	5
	Used back channeling (aizuchi) smoothly and effectively (e.g., あ、そうですか。).	1	2	3	4	5
	Spoke in a natural speed as a beginner learner of Japanese.	1	2	3	4	5
	Communication went smoothly: Did not use long pauses between a noun and a particle (e.g., がっこう ((pause)) に行きます).	1	2	3	4	5

Appendix D: Rubric

	Hang in there: You need to work a lot harder. 6 (D)	Okay: You can get by, but could be better with more practice. 7 (C)	Good: You are doing fine. 8 (B)	Excellent: Keep up your good work. 9–10 (A)
task performance	Understood the partner's speech mostly. Needs to practice listening more. Task completed with the partner's initiative most of the time. Responded with minimum speech to questions.	Understood the partner's speech well. Task completed with the student's initiative most of the time but sometimes with the partner's cues. Responded appropriately when asked questions.	Understood the partner's speech very well. Task completed; but took initiative less actively to speak. Responded appropriately when asked questions.	Understood the partner's speech very well. Task completed smoothly and effectively by taking turns to take initiative to speak. Expanded the conversation whenever applicable.
accuracy in grammar	Made more than several mistakes; Communication misleading.	Made several mistakes on particles (e.g., particles <i>ni/de/o</i>), but overall communication was okay.	Made several (3–4) minor mistakes, but no interference in communication.	Made a few (1–2) minor mistakes in grammar that did not interfere with communication.
appropriate usage of new vocabulary and expressions	Used limited number of expressions. Repeatedly used English hesitation marker "umm" instead of <i>eeto</i> or <i>soo desu ne</i> . Frequently used <i>anata</i> instead of the partner's name.	Used several expressions incorrectly, but effort to use a variety of expression observed. Used <i>anata</i> instead of the partner's name once in a while.	Used many expressions but with minor errors; speech style was sometimes a little off. Used <i>anata</i> instead of the partner's name once in a while.	Used a variety of expressions with a few minor errors and speech style was consistent. Occasionally used <i>ano</i> when asking a question. Consistently used the partner's name instead of <i>anata</i> when referring to the partner.
pronunciation (accent and intonation)	Pronunciation was not clear; Listener needed to clarify the meanings more than a few times.	Pronunciation was O.K., although more than a few minor errors were present; did not interfere communication.	A few minor errors did not interfere communication.	Accent and intonation were clear for communication; Questions and statements were clearly distinguished.
naturalness of delivery (fluency and culture)	A long pause between a noun and a particle (e.g., <i>Gakkoo</i> (pause) <i>ni ikimasu</i>) and/or within a word (e.g., <i>iki</i> (pause) <i>masu</i>); but speech was spontaneous and natural.	A bit awkward with a long pause used between a noun and a particle (e.g., <i>Gakkoo</i> (pause) <i>ni ikimasu</i>); but spontaneous and natural.	Used back channeling less effectively; natural speed as a beginner learner of Japanese.	Used back channeling (<i>aizuchi</i>) smoothly and effectively; natural speed as a beginner learner of Japanese.

Appendix E: Sample props/pictures¹

Ask questions and expand conversation 1



What day of the week/everyday?

Ask questions and expand conversation 2



What time?



To wake up



Class



To return



Part-time job/job



To watch TV

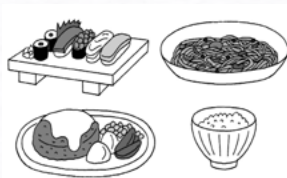
?

?

Ask questions and expand conversation 3



Sport:



Food



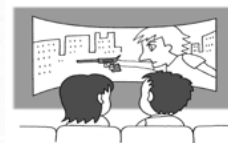
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Ask questions and expand conversation 4



Ocean/beach

Surfing



Movie



Library/To study



Coffee shop

¹ Source: All of the illustrations used in Appendix E, with the exception of the the clock, are adopted and reprinted with permission from *An Integrated Course in Elementary Japanese GENKI: Picture Cards on CDROM* (2006) by E. Banno, Y. Ohno, Y. Ikeda, C. Shinagawa, & K. Tokashiki, Tokyo, Japan: The Japan Times. Copyright 2006 by E. Banno, Y. Ohno, Y. Ikeda, C. Shinagawa, & K. Tokashiki.



Japanese Language Oral Proficiency Placement Examination

Sanako Mitsugi
University of Kansas

Background

The Japanese placement examination employed at the University of Kansas (KU) involves two sections: the Japanese Skill Test (JSKIT; Itomatsu, 1996) and an individual oral interview. The JSKIT Part 1 was implemented for the online administration, and students who take the online test receive score reports with a preliminary placement. After that, students are asked to take the oral interview test with the Japanese faculty members to confirm their placement. For this oral interview, there was no fixed protocol. In order to increase the consistency of the test administration, I developed a set of questions as a part of the placement oral interview at KU.

Informed by Southeast Asian Languages Proficiency Examination Manuals by Brown, Ramos, Cook, and Lockhart (1991), this oral interview protocol was developed such that the teacher asks students questions in Japanese at various levels of difficulty according to the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guideline in a face-to-face manner. The students are required to answer in Japanese. Students then are evaluated on a 0–104 point scale, including one point each for Meaning, Fluency, and Accuracy based on a total of 36 interview questions. The original English questions from Brown et al. were translated into Japanese. Some of the original questions were replaced because they were pragmatically unnatural, and/or their translation equivalents were not compatible in terms of linguistic difficulty. Furthermore, questions were revised so that the interview proceeds progressively through language, rather than jumping from topic to topic.

Levels

The first semester (true beginner) to eighth semester of college Japanese

Mitsugi, S. (2013). Japanese language oral proficiency placement examination. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 33–38). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Aims

While the JSKIT test is considered effective in distinguishing first- and second-year abilities in the language (Eda, Itomitsu, & Noda, 2008), the oral interview plays an important role in the placement test. Recently, we have observed increasing diversity in language abilities within the student population (i.e., heritage students, transfer students, and students who have studied Japanese in high school), which requires us to maximize the relationship between the placement examination and the associated curricula. The objective of the test is to assess the grammatical and communicative abilities of students studying Japanese as a foreign language in order to determine their overall language proficiency.

Assessment time

The entire interview lasts about 5 to 10 minutes in the case of the Novice and Intermediate levels, and can be as long as 30 minutes for the Advanced and Superior levels.

Preparation time

15 minutes to review the interview questions, to make copies, and to prepare a recording device.

Resources

1. The oral interview question and scoring sheet (see Appendix)
2. A recording device

Procedures

1. Make an individual appointment with each student.
2. At the beginning of each interview, start the recording.
3. Ask the numbered questions from each section, moving systematically down the questions shown in the list. Note that the prompts for Items 1 and 2 are not questions. If the student does not understand a question and asks for it to be repeated or rephrased, the interviewer can do so. Once it is established that the student cannot handle the question, there is no need to repeat it. The interviewer should also try to make topic transitions as natural and smooth as possible.
4. Evaluate the students' responses in terms of Meaning, Fluency, and Accuracy. For Items 1 and 2, evaluate whether or not the student understood the prompt only (Meaning).
5. When the student's answers are not satisfactory for three consecutive questions in the same section for all three domains, stop moving down the list.
6. In order to wind down the interview, ask italicized questions. These questions bring the interviewer down to a comfortable level for the student so that s/he can leave the interview feeling positive about his/her performance.
7. Review the audio recording after the interview to confirm the accuracy of the scores.

Feedback and scoring

1. Evaluate the students' performance with respect to the three categories: Meaning, Fluency, and Accuracy. For each category, assign *Y* or *N* for yes or *no* based on the following standards described in Table 1:

Table 1. Scoring rubric for the oral interview questions

	meaning	fluency	accuracy
Y	The general meaning of the question was understood by the student, and you followed the student's answer.	The student answered quickly and with few pauses and hesitations.	Very few grammatical errors.
N	The general meaning of the question was not understood or the teacher could not follow the student's answer.	Speech was frequently hesitant and slow.	Frequent grammatical errors.

2. Inform the student of the result, and suggest an appropriate level of placement for the course based on the result of the interview in conjunction with the JSKIT placement test results.

Caveats and options

1. In order to ensure the content validity of these interview questions, the connections between the oral interview results and the associated curricula need further examination. If it is used in other institutions, it will require adjustments so to match the test results with course levels at the institutions before the test is administered.
2. Another caveat has to do with construct validity. Future research needs to examine if this test adequately disperses students' performances in different proficiency levels. This issue is particularly important for placement tests, as they need to be sensitive enough to capture the differential level effect during a relatively short period of time. Such effects can be investigated by collecting performance data from students enrolled in different levels of study.
3. Lastly, this interview protocol only assesses students' oral performance within Meaning, Fluency, and Accuracy domains, while the ACTFL proficiency guideline defines discourse types and lengths that students can handle at each level (ACTFL, 2012). For instance, Advanced level students are required to have the ability to give details and connected ideas into paragraph-length utterances. The interview protocol should further be improved such that it measures all language skills that are described in the ACTFL guideline, so as to increase its validity and make it better serve the population of the students and teacher who ultimately use it.

Contributor

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at the University of Kansas. Her primary research interest lies in the second language sentence processing of Japanese.

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Appendix: Interview questions for the oral placement exam¹

Level 1 (Novice-Low)		M	F	A
1	Hello.		n/a	n/a
2	Please sit down.		n/a	n/a
3	What is your name?			
4	Are you a college student?			
5	Where are you from?			
	What day is it today?			
	What time is it?			
Level 2 (Novice-Mid)		M	F	A
6	Which year are you?			
7	What is your major?			
8	Which days do you have Japanese classes?			
9	What is your hobby?			
10	What food do you like?			
	Where do you live?			
	Is it far from here?			

Note: M = meaning, F = fluency, A = accuracy

¹ Adapted with permission from Brown, Ramos, Cook, & Lockhart (1991)

Level 3 (Novice-High)		M	F	A
11	How many people are there in your family?	家族は何人ですか。誰がいますか。		
12	What is your [a family member mentioned in Item 11] like?	[Item 11]であがった家族のうちの誰か]はどんな方ですか。		
13	What does s/he do?	[同上]は、どんな仕事をしていますか。		
14	Where does s/he live?	[同上]は、どこに住んでいますか。		
15	What kind of activity do you do with him/her?	へさんは[同上]とどんなことを一緒にしますか。		
	<i>Do you go to see movies?</i>	よく映画を見に行きますか。		
	<i>Where do you go to see a movie?</i>	どこに映画を見に行きますか。		
Level 4 (Intermediate-Low)		M	F	A
16	Please ask me a question about my family.	私の家族のことを聞いてください。		
17	And another question.	もう1つ質問してください。		
18	I am thinking of buying a gift for my [family member mentioned in Item 16]. What would be good for her/him?	[Item 16]で答えた家族の誰か]に、プレゼントを買いおもうと思っています。何がいいと思いますか。		
19	Where can I buy [Item 18]?	[Item 18]の答え]はどこで買えますか。		
20	When you want to buy [Item 18], what would you say first? What would you say next?	[Item 18]を買う時、はじめに何と言いますか。その次に何と言いますか。		
	<i>What gift did you receive for your birthday last year?</i>	去年の誕生日に何をもらいましたか。		
	<i>What do you want to have for your birthday this year?</i>	今年の誕生日に何をもらいたいですか。		
Level 5 (Intermediate-Mid)		M	F	A
21	What places have you been to?	どんなところに旅行しましたか。		
22	What kind of things did you do there?	旅行中にどんなことをしましたか。		
23	Where would you like to go for an overseas trip? And why?	海外旅行はどこに行ってみたいですか。どうしてですか。		
24	What do you think that you should do before the trip?	旅行の前に、どんなことをしておきますか。		
25	[Role play] You are at the airport. You missed your plane to [the place answered in Item 23]. Ask the person behind the counter questions to find out what you can do.	[ロールプレー] [最寄りの空港]にいます。[Item 23]で答えた場所]に行く飛行機に乗れませんでした。カウンターで、係の人にどうすればいいか聞いてください。		
	<i>What do you do in your free time?</i>	暇な時にどんなことをしますか。		
	<i>What do you plan to do next summer?</i>	夏休みになったら、何をしたいですか。		

Level 6 (Intermediate-High)		M	F	A
26	How is your semester? Tell me about the courses that you are taking this semester.	今学期は、どうですか。取っているクラスについて、どんなクラスか説明してください。		
27	How would you register for a course at this university?	この大学では、どのように受講登録を行うのですか。		
28	What is your normal day like?	一日をどう過ごしますか。だいたいスケジュールを教えてください。		
29	What will you do this semester? Do you have any special events or projects?	今学期何か特別なイベントやプロジェクトがありますか。今学期の予定を話してください。		
30	[Role play] You want your professor to write a letter of reference. How would you ask them?	[ロールプレー] 先生に推薦状を書いてもらいたいと思っています。どのように頼んだらいいでしょうか。		
	<i>Have you ever had someone write a letter of reference? Who wrote it for you?</i>	推薦状を書いてもらったことがありますか。誰に書いてもらいましたか。		
	<i>What are your plans for the future?</i>	将来の夢は何ですか。		
Level 7 (Advanced) ²		M	F	A
31	Do you like cooking? Can you tell me how to make a dish that you often cook?	料理をするのが好きですか。よく作る料理の作り方を説明してください。		
32	Do you eat Japanese food? What do you think is the biggest difference between Japanese cuisine and American cuisine?	日本料理をよく食べますか。日本料理とアメリカ料理は、どんなところが一番違うと思いますか。		
33	People do not tip in restaurants in Japan. What do you think about this custom?	日本のレストランではチップを払いません。この習慣をどう思いますか。		
	<i>What's your favorite restaurant in the area? What dishes are good there?</i>	この辺でどのレストランによく行きますか。そのレストランは、どんな食べ物がおいしいですか。		
	<i>Do you use the school cafeteria often? Why?</i>	大学のカフェテリアをよく利用しますか。どうしてですか。		
Level 8 (Superior)		M	F	A
34	What are some of the causes of the high crime rate in the US?	アメリカで犯罪率が高い原因は何だと思いますか。		
35	What differences and similarities do you see between the political systems of the US and Japan?	日本とアメリカの政治制度について、似ている点、異なっている点は何ですか。		
36	How would you compare the education system of the US with that of Japan?	アメリカと日本の教育制度はどう違いますか。比較して、説明してください。		
	<i>Why did you choose (name of the test-taker's college)?</i>	どうして〇〇大学(被験者の大学の名前)を選んだんですか。		
	<i>What do you think the good points of (name of test taker's college) are?</i>	〇〇大学の良いところは、どんなことだと思いますか。		

² Although the ACTFL guidelines suggest the Low, Mid, and High sub-levels for the Advanced level, in this instrument, the advanced level is not further divided.



Assessing Written Skills in Research Paper Projects

Priya Ananth

Middle Tennessee State University

Background

The intermediate level Business Japanese course at Middle Tennessee State University (MTSU) employs a group research paper project as part of its summative assessment tool kit. This group project is accomplished over a span of fifteen weeks with required submissions of a topic, outline, and three drafts by previously decided due dates. In this module, two scoring sheets were developed in order to facilitate the process of researching, writing, and evaluating the research project by both teachers and students themselves.

According to Bachman and Palmer (1996, p. 18), “a test’s usefulness can be determined by measurement qualities such as validity, reliability, interactiveness, authenticity, practicality, and impact.” Careful attention was paid to incorporate these measurement qualities into the assessment tools. For example, validity of the assessment tool, defined as “the extent to which a test measures what it is supposed to measure” (Bachman & Palmer, 1996, p. 21) was improved by defining the rating criteria with as many details as possible and making certain that they matched well with the essential task components required for this project. Further, the reliability of the tool, defined as “the extent to which a test measures consistently” (Bachman & Palmer, 1996, p. 19) was improved by using an analytical scale as opposed to a holistic one. With the present research paper scoring sheet (Appendix B), this was done by sub-dividing the 4-point holistic scale (previously used version of the assessment scale for the same project) to an improved and finer version of a 7-point analytical scale, resulting in a clearer interpretation of the rating criteria. A self-assessment tool for the students (Appendix C) was also developed as part of this module that enabled contribution from the students in their own evaluation, hence improving the interactiveness and overall impact of the assessment procedure. The teacher also evaluates students’ work using the same self-assessment tool. The rating criteria for the self-assessment tool were also made comparable

Ananth, P. (2013). Assessing written skills in research paper projects. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 39–44). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

with those of the research paper scoring sheet (in Appendix B). The two tools were adapted from samples given in Kondo-Brown (2012).

By developing these tools, the assessment procedure shifted from a purely teacher-directed assessment to an alternative assessment method (Brown & Hudson, 1998) that incorporates a learner-directed assessment component as well. This shift is expected to make the evaluation of the process and product of the students' work more transparent and eventually less time-consuming for both sides.

Levels

Intermediate +

Aims

To assess the degree to which the students are able to:

1. Research topics related to Japanese business culture and manners
2. Share information about those topics with others through paper-length written presentational formats
3. Conduct evaluation of research paper projects as consistently and objectively as possible

Assessment time

This assessment will be done outside of class.

Preparation time

About 20 minutes to make copies of the task sheet (Appendix A) and the two scoring sheets (Appendix B & C).

Resources

1. Research paper task sheet (Appendix A)
2. Research paper scoring sheet (Appendix B)
3. Self-assessment sheet (Appendix C)

Procedures

1. When the research project is introduced in class, the task sheet as well as the two assessment tools should be given out at the same time (Appendices A, B, & C). The scoring criteria should be given out at the very beginning of the semester in order to familiarize the students with the expectations set with respect to the content and

assessment procedures for the project. Online versions of the forms should also be prepared and uploaded onto the class website (if available) ahead of time.

2. The content of the three sheets (in the same order A □ B □ C) should be read out loud in class along with elaborations and explanations of how the assessment sheets are intended to be used.
3. The students should be made mindful of the timelines and penalties for late submissions as they are an integral part of the assessment process.
4. The students should be reminded about turning in the self-assessment sheets along with their drafts closer to the due dates.
5. If the submissions are being made online, then the students should be made aware of the acceptable formats for the drafts as well as the assessment sheets.

Feedback and scoring

1. Upon receiving their paper drafts and assessment sheets, the teachers should evaluate the students' papers using the research paper scoring sheet (Appendix B) as well as the self-assessments sheets (Appendix C).
2. The teachers should make grammatical and content corrections directly on the drafts. Short comments can also be included in the research paper scoring sheet and self-assessment sheet.
3. When returning the corrected draft to the students, the research paper scoring sheet and self-assessment sheet should also be returned to the students. The teachers should make copies of the students' drafts and assessment sheets before returning them for future reference.
4. The evaluation of subsequent drafts should take into account how much feedback has been incorporated from the previous draft. The overall score for the research paper project should be the average of the scores on the research paper scoring sheet and self-assessment sheet for all three drafts.

Caveats and options

1. The assessment tools in this module reflect the requirements and criteria for an intermediate level Business Japanese course. They should be adjusted to fit the needs of the specific courses.
2. In the research paper scoring sheet, two points have been set aside for 'punctuality in submission' and are included in the overall score. This category is optional and can be replaced by anything else at the discretion of the teacher. Another example could be extra credit for including statistical analysis or for providing creative illustrations that fulfill an important function in the project.
3. The assessment tools do not specify how the students are to carry out the steps and meet the criteria for the finished project. This information should be given out separately. For example, instructions for how to prepare the outline for the draft, where and how to look up reference materials, deadlines, etc. should be given out separately.

4. Some comments reflecting a summary of improvements from one draft to another may be included. This is in addition to providing the numerical score.
5. At the end of the semester, the students may be asked to give their feedback about the usefulness of these assessment tools. This will cyclically help in revising and refining the task directions as well as the assessment procedures.

Contributor

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References and further reading

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- Kondo-Brown, K. (2012). *Nihongo kyooshi no tame no hyooka nyuumon* [Introduction to assessment for Japanese language teachers]. Tokyo: Kuroshio.

Appendix A: Outline of task directions for the research paper project for an intermediate level business Japanese course

As part of the final group project for this course, write a 3–4 page research paper in Japanese on a topic related to Japanese business culture and manners. Make sure to include the following essential components in your project:

1. Look up relevant background information on your topic using various kinds of resources such as reference materials in the library, newspaper and magazine articles, and internet websites.
2. Include comparisons of Japanese business practices with those of America or your native country.
3. Incorporate interviews and/or written surveys conducted with Japanese people (exchange students, teachers, and friends) on or off campus asking questions about their views/opinions on your chosen topic.
4. Organization of the paper should follow a three-part format with a clear introduction, main body, and a conclusion.
5. Include in your conclusion your opinions and reflections about the topic.
6. Use either the long (です/ます) forms or the short dictionary forms for your predicate endings throughout the paper. Choose one form (not both!) and be consistent.
7. Include a complete list of bibliographic references.

Appendix B: Scoring sheet for research paper projects

student name _____ total score ____/100

rating criteria	Excellent, completely or almost meets the expectations		Good, pretty much meets the expectations		Ok, but... marginally meets the expectations		Hmmm... below the expectations	
purpose and content								
clarity of focus	7	6	5	4	3	2	1	
relevant to the theme	7	6	5	4	3	2	1	
background/history clearly explained	7	6	5	4	3	2	1	
comparisons with other countries	7	6	5	4	3	2	1	
interviews with native Japanese people	7	6	5	4	3	2	1	
opinions/reflections clearly stated	7	6	5	4	3	2	1	
organization and coherence								
intro, body, conclusion	7	6	5	4	3	2	1	
proper coherence between the paragraphs	7	6	5	4	3	2	1	
appropriate and consistent writing style	7	6	5	4	3	2	1	
structures and expressions								
sentence forms and word choice are varied and appropriate	7	6	5	4	3	2	1	
errors in paragraphing, spelling, punctuation are minimal	7	6	5	4	3	2	1	
sources of information/citations								
sources of information are properly cited	7	6	5	4	3	2	1	
facts as well as other people's opinions and ideas are cited with proper credit	7	6	5	4	3	2	1	
complete reference list is provided at the end	7	6	5	4	3	2	1	
punctuality in submission								
drafts submitted by the due date	2 (on time)		1.5 (3 days late)		1 (6 days late)		0 (7+ days late)	

Source: Adapted with permission from Kondo-Brown (2012, pp. 208–209)

Appendix C: Self-assessment sheet for research paper projects

student name _____

date submitted _____

rating scale: (could be better) 1 2 3 4 5 (satisfactory)

rating criteria		draft 1					draft 2					draft 3				
title is relevant	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
focus of the paper is clear	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
writing is well organized into intro, body, conclusion	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
uses a good range of grammatical forms and vocabulary including those learned recently	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
amount of writing is appropriate	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
quality of writing is clear and comprehensible	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
writing is based on facts and thoughts that have been thoroughly looked up	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
overall, my writing is satisfactory	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
total rating	student	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Source: Adapted with permission from Kondo-Brown (2012, pp. 200–201)



Assessment for Students' Writing Skills in First-Year Japanese Courses

Michiko T. Croft

University of Denver

Background

As part of assessing student learning outcomes (SLOs) for the Foreign Language Requirement at the University of Denver (DU), the Japanese program will evaluate student proficiency in writing skills before and after they take the first-year Japanese sequence. For this purpose, all sections of the language program will conduct an in-class writing pretest in the second-half of Fall quarter 2012 and a posttest at the end of Spring quarter 2013.

For the pre-test, as seen in Prompt 1 (Appendix A), students will be instructed to write short self-introductions by hand, without using their names. Instead of their names, students will be given a code (Japanese name) to write on the paper so they can later receive feedback from assessors. The test will take place in the second-half of the Fall quarter when students have learned the basic syllabaries (*hiragana* and *katakana*) and common verbs. For the post-test, students will be instructed to write a letter by hand, responding to an advertisement seeking friends (Prompt 2; see Appendix A and B). For both tests, students' writing samples will be collected, scanned, and uploaded to the university's Portfolio web page. These writing samples will be evaluated separately by each Japanese instructor by accessing Assess-It! on the DU website. An analytical rubric (Appendix C) will be used to assess the differing levels of proficiency that students have achieved in one year of Japanese studies at the University of Denver. Each of the following 6 rubric elements: functions of language, content, organization, range of vocabulary, accuracy, and *kana* and *kanji* spelling are given a rating of 1–4, yielding a total score across all elements that ranges from 6 to 24—score of 6–11=Not proficient; score of 12–18=somewhat proficient; and score of 19–24=proficient. A summary report of each instructor's assessment result will be produced by the assessment office and will be reported back to the instructor for further discussion. In an effort to improve our existing rubric, I have incorporated ideas based on the writing rubric in Kondo-Brown (2012, pp. 184–185).

Croft, M. T. (2013). Assessment for students' writing skills in first-year Japanese courses. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 45–49). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Levels

Beginning

Aims

To assess the degree to which students have achieved the written-Japanese related SLOs for the first-year Japanese program. Specifically, to assess student abilities to:

1. Write short messages and simple letters on topics related to personal experience
2. Create statements or questions related to the topic, using a variety of tenses including present, past, and past experience forms (一ことがある)
3. Write in *hiragana*, *katakana*, and some of the 145 learned *kanji*, including compounds utilizing those characters appropriately
4. Reproduce learned patterns, expressions, and vocabulary
5. Express cultural understanding and appropriate expression
6. Comprehend written messages concerning limited practical needs

Assessment time

30 minutes of class time for the pretest and the entire 50 minutes of class time for the posttest

Preparation time

60 minutes to create a code (Japanese name) for each student, make copies, scan the student writing samples, and upload them

Resources

1. Writing prompts; Prompt 1 for the pretest and Prompt 2 for the posttest (see Appendices A and B)
2. Analytical Scoring Rubric (see Appendix C)

Procedures

Pretest

1. Instruct the class to write a self-introduction by hand on paper that is provided following Prompt 1 (Appendix A), without writing their own names on the paper. Instead, have students put the assigned Japanese name, e.g., かとう、すずき on the paper. No books or dictionaries are allowed.
2. Distribute Prompt 1 to the class.
3. Set a timer for 30 minutes.
4. Collect the student writing when the 30 minutes is up.
5. Scan and upload the writing samples to the designated DU Portfolio webpage.
6. Assess the students' writing using the rubric (Appendix C).

Posttest

1. Instruct the class to write a letter by hand that responds to an advertisement (Appendix B) following Prompt 2 (Appendix A). Instruct students to put an assigned Japanese name on the paper instead of their own names. No books or dictionaries are allowed.
2. Distribute Prompt 2 and the advertisement.
3. Set a timer for 50 minutes.
4. Collect student writing when the 50 minutes is up.
5. Scan and upload the writing to the designated DU Portfolio page.
6. Assess the student writing using the rubric (Appendix C).

Feedback and scoring

It is important to give feedback to students on their writing with regard to the assessed categories (language functions, content, organization, range of vocabulary, accuracy, *kana* and *kanji* spelling, and culture). The code (Japanese name) assigned to each student will identify the respective writers.

Caveats and options

1. In order to prepare students for the assessment, it is important to give students in advance a handout that explains the purpose and testing procedures, and a copy of the scoring rubric.
2. As an alternative to hand writing their essays, one option is to have students use computers to write letters for the posttest. Research findings indicate that students benefit from using computers, increasing the number of *kanji* characters used in the writing (Chikamatsu, 2003). I believe that computer writing may have its own benefits depending on the purpose of the assessment (whether it is to assess students' productive abilities or their receptive abilities to use *kanji* characters). For our upcoming round of assessments, I have decided to assess what students can produce without the assistance of dictionaries and computer. However, using computer writing at a later date may produce an interesting comparison to the results of the current round.
3. Assessment of students' cultural knowledge in writing at the beginning level imposes a challenge due to the limited amount of culture that can be introduced in the language classroom during the first year. As a result, I will only focus on certain cultural expressions often used to begin and end a self-introduction or a letter, and on the appropriateness of language use.

Contributor

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References and further reading

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Appendix A: Prompts

Prompt 1

You are scheduled to study abroad in Japan in spring and need to write a letter to your host family. Introduce yourself by

1. Stating the assigned Japanese name instead of your name
2. Giving the academic year
3. Describing your major
4. Explaining where you are from
5. Talking about your daily activities, and
6. Asking at least two questions

Be sure to include appropriate beginning and ending remarks in your letter.

Prompt 2

1. After reading an advertisement from someone named Michiko, who is seeking friends, you decide to reply. In your letter, be sure to include:
2. Your academic information (academic year, major, and courses you are taking now)
3. What you enjoy doing (sports, music, movies, food, travel, outdoor activities, etc.)
4. Places you have traveled to
5. What you wish to do in the future
6. What you would like to do together with Michiko.
7. At least two questions you would like to ask her

Be sure to include appropriate beginning and ending remarks for your letter.

Appendix B: Advertisement

お手紙下さい。

私は日本大学の二年生です。今一人で東京に住んでいます。でも、家族は仙台にいます。アウトドアが大好きで、休みの日は近くの山にハイキングに行きます。将来、外国の山にもものほりたいと思っています。ときどき、友だちとカラオケにも行きます。ポップスを歌うのが好きです。

来年はアメリカの大学に留学するつもりです。英語の勉強をしたいです。

日本語は英語より上手ですか。日本語で手紙を下さい。

山田みち子

Appendix C: Analytical scoring rubric for beginning-level writing skills

	1	2	3	4
functions of language	Almost none of the message would be understood by a monolingual native speaker.	Some of the message would be understood by a monolingual native speaker.	Most of the message, but not all, would be understood by a monolingual native speaker.	Almost all of the message would be understood by a monolingual native speaker; evidence of creativity.
content	Does not correspond to the prompt.	Omits more than one aspect of the prompt.	Omits one aspect of the prompt.	Addresses all aspects of the prompt.
organization	No evidence of structure; statements have no logical organization.	Some trace of structure; statements have some rudimentary logical organization.	Evidence of some structured thought; statements show some elaboration of ideas and some logical sequencing.	Clear evidence of structured thought; elaboration of ideas with clear and logical sequencing.
range of vocabulary	Not enough to evaluate.	A limited range of vocabulary.	A moderate range of vocabulary.	A good range of vocabulary.
accuracy	Almost no accuracy in vocabulary, grammar and spelling.	Some accuracy in vocabulary, grammar and spelling, but still frequent errors.	Fairly accurate vocabulary, grammar and spelling, but some consistent errors.	Almost always accurate use of vocabulary, grammar, and spelling with few errors.
kana and kanji spelling	Frequent, serious errors; no ability to communicate in writing.	Ineffective use of <i>kana</i> and learned <i>kanji</i> .	Effective use of <i>kana</i> and learned <i>kanji</i> most of the time.	Effective use of <i>kana</i> and learned <i>kanji</i> throughout.
culture	Little or no evidence of cultural understanding or appropriateness.	Some signs of rudimentary cultural understanding; mistakes in appropriate usage.	Considerable evidence of cultural understanding and awareness of appropriateness issues.	Progressing-level of cultural understanding and inquiry; high level of appropriateness.

Source: I have combined our original rubric with the one used in Kondo-Brown, 2012, pp. 184–185.



Rubric Development for Japanese Writing: Linking Cut-off Scores to an Analytic Rubric

Rika Kinoshita

University of Illinois at Urbana-Champaign

Background

This module will present a step-by-step method for using a single rubric to determine different proficiency levels in Japanese writing. The rubric is intended for use at the beginning of a semester for programs requiring students to take a placement test. In many universities a placement test is administered to students who have prior experience in learning a foreign language for the purpose of placing them into an instructional level which corresponds to their current level of proficiency (Alderson, Clapham, & Wall, 1995). Performance-based assessment in language testing is an alternative to the traditional multiple-choice format in that it offers a more direct measure of a test taker's proficiency, particularly with respect to the language domains of writing and speaking. The discussion here focuses on performance-based language placement tests, which are intended for those language programs that place more emphasis on language production skills (e.g., writing and speaking). This module provides an example of a Japanese writing placement test. An example writing prompt would be a simple descriptive task, in which test takers, for example, are asked to describe why they chose to study at their university and what their future goals are in a single paragraph. In particular, this module demonstrates a simple method which can be used to determine cut-off scores for placement decisions based on an analytic rubric.

The following sections will explain how to establish cut-off scores for placement purposes in a Japanese language program. A single rubric will be used to determine which instructional level will best fit a student's current level of proficiency in Japanese.

Kinoshita, R. (2013). Rubric development for Japanese writing: Linking cut-off scores to an analytic rubric. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 50–54). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Aims

To establish cut-off score(s) using a rubric which consistently and accurately measures the level of proficiency so that a student can be placed in a level that corresponds to his/her ability and needs.

Preparation time

It will most likely take at least one semester to test whether the rubric works, as well as hold rater training sessions for instructors and teaching assistants.

Assessment time

Students will be given 20 minutes to complete one writing task.

Resources

The following resources will be needed to establish cut-off scores.

1. An analytic rubric must be created by an institution's Japanese program. This rubric will be used to rate a test taker's proficiency level in Japanese writing for placement purposes. An example rubric can be found in the Appendix.
2. Sample essays written by previous test takers will be needed to test the newly created rubric and to determine cut-off scores.
3. Feedback from instructors who have taught the student placed in their class based on the new rubric's cut-off scores will be needed to reconfirm the accuracy of the cut-offs.

Procedures

In order to link proficiency levels to the rubric, a representative sample of essays corresponding to each level of proficiency must be collected. These essays will later be used to determine cut-off scores for the different placement levels within a program.

Collecting level-appropriate sample essays

1. For every course, identify all students who have been placed in that course as a result of having taken the placement test.
2. Locate the students' placement essays.
3. At some point during the semester (e.g., mid-term exam) when the instructor of the course feels he/she is able to make a fair assessment of the student's proficiency level, ask the instructor to reflect back on each student's in-class writing performance. The instructor will then make a yes/no decision as to whether the students were accurately placed into their course level. If the answer is yes, keep the placement test essay. These essays will be considered a pool of level-appropriate samples for each course level (See Figure 1 below).

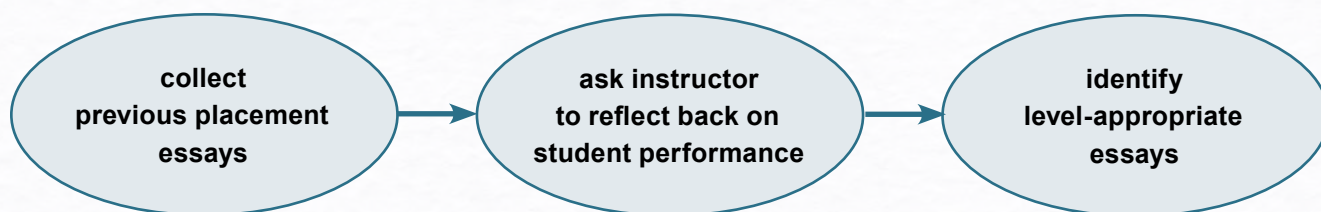


Figure 1. Flow chart for identifying level-appropriate essay samples

Linking cut-off scores to the rubric

1. Using the new rubric, each level-appropriate essay will be rated by two instructors.¹ As the instructor carefully reads through each essay, he/she will assign a score to each component and arrive at a total score based on the analytic rubric. The final score of an essay will be the average score of the two instructors.
2. Next, for essays within each course level, take the average of the final scores. The cut-off score will be the average of two consecutive averages. This averaging approach is adapted from the analytic judgment method proposed by Plake and Hambleton (2001, as cited in Cizek, Bunch, & Koons, 2004, p. 42). See, for example, Figure 2. This hypothetical language program has three placement levels (i.e., JAPN 101, JAPN 102, and JAPN 103). Average 1 represents the average score of all rated JAPN 101 essays. The same procedure follows for Average 2 and Average 3. Cut-off 1 is the average of Average 1 and Average 2, and Cut-off 2 is the average of Average 2 and Average 3.

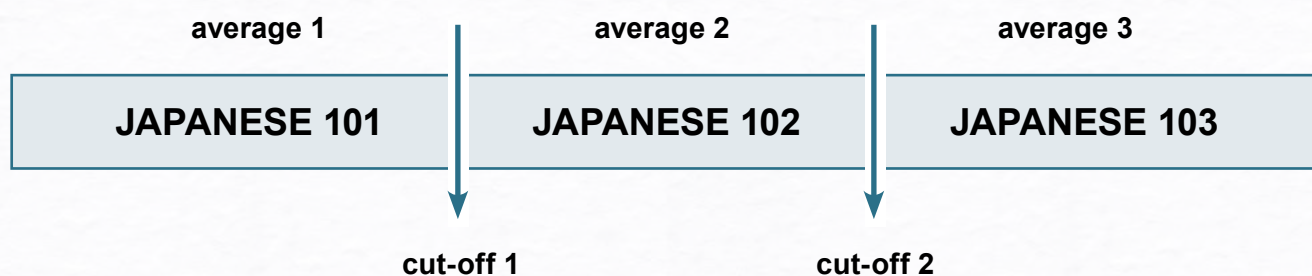


Figure 2. Example of determining cut-off scores

More specifically, if the average of JAPN 101 essays is 4 (i.e., Average 1), the average of JAPN 102 essays is 6 (i.e., Average 2), and the average of JAPN 103 essays is 10, then Cut-off 1 is 5 and Cut-off 2 is 8. Therefore, for future placement tests, students who score at or below 5 will be placed in JAPN 101². Those who score above 5 and at or below 8 will be placed in JAPN 102. And, those who score above 8 will be placed in JAPN 103.

¹ If the pool of level-appropriate essays is large, randomly select a fair number of essays so that the workload is more manageable.

² The decision to place borderline students (who score exactly at the cut-off scores) in a lower-level course is based on the assumption that the borderline students are less likely to struggle in a lower level course than in a higher level course, where they may be barely meeting the course expectations.

Evaluating the new rubric and cut-off scores

When the cut-off scores for each proficiency level have been determined, the rubric and the established cut-off scores will be ready for operational use in an upcoming placement test. However, revisions to the rubric may be warranted if the need arises (e.g., due to changes in the curriculum, feedback on the rubric from instructors, etc.). Most importantly, in order to validate the accuracy of cut-off scores, it would be advisable to ask the instructor of a course to make judgments as to whether students in his/her class, as a result of the placement decision, have met the course expectations at the end of a semester. This validation procedure is intended to reconfirm how well the established cut-off scores are placing students into appropriate course levels.

Caveats and options

1. The analytic rubric presented here is an example and must be revised for actual use depending on a program's course objectives.
2. In order to effectively rate placement essays, it is advisable to hold rater training sessions prior to the administration of a placement test.
3. The analytic rubric as well as the cut-off scores may need revision depending on their effectiveness. Hence, it may take several semesters of trials until the final products will be deemed satisfactory.
4. If a discrepancy between the ratings of two instructors is large, a third rating by another instructor will be advisable. In this case, the final rating will be the average of the closest two scores.
5. This assessment module does not account for students who use avoidance strategies, such as maintaining high accuracy at the expense of using advanced *kanji*. However, it should be noted that performance on a placement test alone may not necessarily provide sufficient information about such test-taking behaviors.

Contributor

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References and further reading

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standards: *Concepts, methods, and perspectives* (pp. 283–312). Mahwah, NJ: Lawrence Erlbaum Associates.

Appendix: Japanese placement test analytic rubric

Adapted from Kondo-Brown, 2012, p. 184.

		poor		fair		good		excellent
accuracy	1	Inaccurate use of structures and expressions throughout. Not enough to evaluate.	2	Structures and expressions are limited. Frequent grammatical errors.	3	Fair amount of structures and expressions. Some grammatical errors.	4	Accurate use of a variety of structures and expressions. Little to no grammatical errors.
coherence/organization	1	No organization. Mostly incomprehensible.	2	Poor organization. Hard to understand.	3	Meaning is mostly clear. Some organizational errors.	4	Sentences flow nicely from one to another to make an organized whole.
spelling	1	Continuous spelling errors impede comprehension.	2	Numerous spelling errors throughout.	3	Some occasional spelling errors.	4	Few or no spelling errors.
<i>kanji</i>	1	No use of <i>kanji</i> .	2	Little or no use of <i>kanji</i> .	3	Some difficulty in use of <i>kanji</i> .	4	Good use of <i>kanji</i> .

score total _____

placement _____



ePortfolio for a Program Assessment

Rika Ito
St. Olaf College

Background

The Department of Asian Studies at St. Olaf College developed its Intended Learning Outcome (ILOs) in April of 2008. The Asian Studies major requires successful completion of the second year level course in Chinese or Japanese along with eight other courses. Reflecting the interdisciplinary nature of the department, the Asian Studies ILOs cover seven different points, the second of which addresses language proficiency, stating that students will demonstrate “foundational abilities in one or more Asian languages, including proficiencies in reading, writing, listening and speaking” (see Department of Asian Studies website at <http://www.stolaf.edu/committees/curriculum/programs/ilos/asianstud.htm>). While the ILO description itself is rather vague, there is a consensus among Japanese and Chinese professors/instructors that “foundational abilities” means achieving the Intermediate Low-level in the ACTFL proficiency guidelines (ACTFL, 2012).

For the purpose of a program assessment, this module is designed to assess only writing skills. The general description of the Intermediate level writing in the ACTFL proficiency guidelines is as follows:

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives. (ACTFL, 2012, Writing, Intermediate section)

Ito, R. (2013). ePortfolio for a program assessment. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 55–59). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Currently, all departments are required to assess at least one ILO during 2012–2013. We propose to conduct such an assessment in the form of Electronic Portfolios (hereafter, ePortfolios) because the Asian Studies Department has incorporated the use of ePortfolios into our curriculum since 2009. For example, our new Distinction in Asian Studies (i.e., a formal recognition of academic honors in the program) requires students to assemble a portfolio representing their best work in Asian Studies, including a few samples from language courses at the second year level or higher, accompanied by the student's reflective essay on his/her Asian Studies major. In the past, the majority of students who have applied for the Asian Studies Distinction submitted ePortfolios as opposed to a traditional paper version. Moreover, creating an ePortfolio is part of the requirements for the *Asian Conversations Program*, which consists of interdisciplinary three-semester sequenced courses for the sophomore level students taught by various Asian Studies faculty members. While *Asian Conversations* is open to everyone on our campus, the majority of students are Asian Studies Majors. Our experiences have been positive because ePortfolios encourage learners to take ownership of and responsibility for their own learning to bring together coursework and personal experiences (Cummins & Davesne, 2009). Under this proposal, we plan to require ePortfolios as part of the course requirements for JAPAN 232, the second semester of the second year level class. Those who are in *Asian Conversations* may use the ePortfolio that they created for *Asian Conversations* to post their work.

While the assessment is required by the college, it is believed that the assessment of the ILOs will help us to reflect our own teaching and the process of student learning, as well as to facilitate conversations among teachers to improve our instruction, to achieve our program level goals, and to discuss whether the current ILOs are reasonable or not (Kondo-Brown, 2012).

Levels

Second semester of the second year level

Aims

To assess the degree to which students have achieved written Japanese proficiency related to the ILOs for the Asian Studies major, which aims at the Intermediate-Low Level in the ACTFL proficiency guidelines. Specifically, to assess student abilities to:

1. Fulfill some practical needs in writing
2. Formulate questions based on familiar materials
3. Control writing in the present time
4. Produce sentence-level writing
5. Write in conversational-style sentences with basic word order
6. Show some signs of attempting to perform at the Advanced Level (i.e., paragraph-level writing), although their writing may deteriorate significantly
7. Communicate with natives who are used to the writing of non-natives

Assessment time

20 minutes for the instructor to make an announcement about the objectives, the criteria of the assessment, and the procedure. No other class time is required because students will submit the work which they have completed toward the end of the semester.

Preparation time

The instructor may spend an hour to create a link that describes the goal and procedures for this assessment, in order to send it to the students in an email. Additionally, an upper-class student with experience in ePortfolio will be hired as a technology assistant. This student will create a *Google Site* for this ePortfolio project and provide technical assistance to the students (such as scanning documents if the assignments are not in a digital format).

Resources

The rubric (see Appendix)

Procedures

1. Have the students in JAPAN 232 (the second semester of the second year level) select two writing samples (e.g., simple messages, personal letters/emails, notes, and requests for information)
2. Have students upload these to the *Google Sites* designated by the department. A student worker will scan them for the students if sample work is not digitized.
3. Students will provide the following supplementary information:
 - A short self-introduction in Japanese as an introduction to the ePortfolio
 - Descriptions of each assignment (i.e., the class in which each was submitted and the task/nature of the assignment): this may be either in Japanese or English
4. Some reflection of their work (i.e., how they view their process of skill development, any learning strategies they have used, etc.): this may be either in Japanese or English. A few randomly selected ePortfolios will be rated by all three faculty members with the goal of reducing interrater variability.
5. Each ePortfolio will be rated by one Japanese faculty member by using the rubric. Thus, each faculty will read five or six students' work (see Appendix).

Feedback and scoring

1. Inform students of any strengths or areas they need to improve by circling or underlining certain descriptors in the rubric and adding brief comments directly on the rubric.
2. Consider handing a copy of the feedback on the rubric to those students who wish to see it. Such feedback is optional because this assessment is for the information of the program, not for individual students.

3. Calculate scores for each student and plot them on a graph, and/or calculate the average score and standard deviation (or range) for the entire group.
4. The Japanese faculty members should work together on interpreting the results and figuring out how to improve the teaching, whether the ILOs are reasonable or not, and possible next steps that might be taken in the future.
5. Report the results to the department and other relevant offices (like the Office of Institutional Research and Evaluation).

Caveats and options

1. The descriptors used in the rubric use expressions directly from the ACTFL Guidelines for writing (except the last item) so as to be faithful to those Guidelines. While items 4, 7, and 8 are descriptors for Intermediate-Mid Level, all others are for Intermediate-Low Level. The first item is assigned for two points as opposed to one point because this covers both content and task. The instructors should refer to the original ACTFL Guidelines (ACTFL, 2012) to help them understand the terminology (such as *discrete sentences*, *loosely connected sentences*, *recombination*, etc.).
2. While writing samples collected here are not spontaneous (i.e., intermediate, unedited) and are produced with specific instructions entailing some reflection (i.e., they are revised and edited), these are still relevant writing samples because “the Guidelines describe the product rather than the process or purpose of the writing” (ACTFL, 2012, Writing, Intermediate section).
3. Although the main purpose of this assessment tool is to assess the program, not the individual students, the instructors need to explain the benefits of student participation from the beginning. Such benefits may include having an opportunity to have their work assessed relative to the ACTFL Proficiency Guidelines in order to better understand their overall achievement without reference to a particular assignment or a course, and to reflect on their own work and progress over two years of learning.
4. This assessment activity may be modified significantly in order to minimize time issues. For example, if all three faculty members who teach Japanese agree, we may simply ask students to submit a copy of their best written work at the end of the semester, or use a written portion of the final exam instead of having students create an ePortfolio as part of the course requirement.

Contributor

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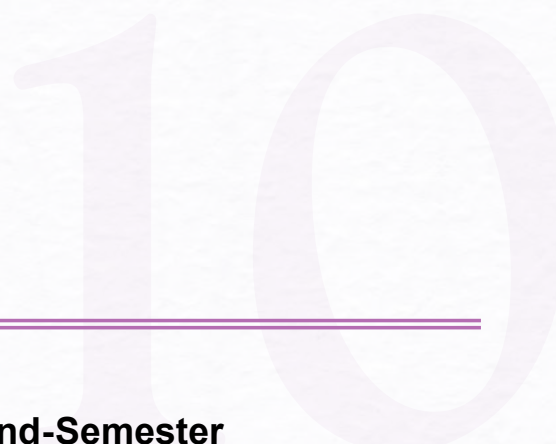
Kondo-Brown, K. (2012). *Nihongo kyooshi no tame no hyooka nyuumon* [Introduction to assessment for Japanese language teachers]. Tokyo: Kuroshio.

Appendix: A Rubric for intermediate-low (writing) for program-level assessment

Tentatively consider those who score 8 or higher as satisfactory, those who score 6 or lower as not satisfactory, and somewhere in-between as emerging. However, such decisions are rather arbitrary due to the fact that this is a pilot study.

	demonstrated	emerging	no evidence
1. Meets “practical” communication needs via writing (e.g., “simple messages, letters, requests for information, and notes”).	2	1	0
2. Creates statements or formulates meaningful questions on “familiar material.”	1	0.5	0
3. Writes with “learned vocabulary and structures” by recombining them.	1	0.5	0
4. Controls present tense and may contain future or past tense.	1	0.5	0
5. Writes at least five simple sentences, “often with repetitive structure.”	1	0.5	0
6. Sustains sentence-level writing with basic word order.	1	0.5	0
7. Shows evidence of control of basic sentence structures & verb forms.	1	0.5	0
8. Writes “a collection of discrete sentences and or questions” loosely strung together.	1	0.5	0
9. Incorporates various learned <i>kanji</i> .	1	0.5	0

Source: This rubric is based on the descriptors for ACTFL writing guidelines. The full description is available at <http://actflproficiencyguidelines2012.org/writing> However, it has adapted the guidelines in order to meet our departmental goal. Tentatively consider those who score 8 or higher as satisfactory, those who score 6 or lower as not satisfactory, and somewhere in-between as emerging. However, such decisions are rather arbitrary due to the fact that this is a pilot study.



作文テストの採点方法: 日本語中級後期

A Scoring Method for Composition Tests: Second-Semester

Intermediate Japanese

麻里スティーヴァー **Mari Stever**

エール大学 *Yale University*

背景 Background

これまで、日本語の中級以上の学生の作文を採点する度、どのような点数のつけ方が望ましいか、ということ考えたが、なかなか納得のいく採点方法が見つからなかった。

現在、エール大学の三年生の期末試験の一部として、作文を書かせている。学期中に勉強した読み物(生教材)、映画、テレビ番組などについて、意見、感想、あらすじなどを書かせる。これに費やす時間は、20分から30分と想定し、ガイドラインとして文の数を指定している。

これまで、教師の主観がなるべく入らないように、また教師間での誤差を少なくするため、主に文法、単語、そして表記の正確さを重視する方法で、作文を採点してきた。作文能力の総合的評価を全く行わなかったわけではないが、十分ではないと感じてきた。しかし、公平に、主観をできるだけ入れず、総合的な作文能力を点数化するのは難しく、どうすべきかと考えながらも、解決策を見いだせずにいた。

今回、ハワイ大学で7月に行なわれた日本語評価ワークショップに参加したことで、これまで納得がいかなかったまま続けていた作文テストの採点方法を再考し、自分なりに納得のいく評価方法の可能性が見えて来た。以下、これまでの採点方法と今後取り入れる予定の評価方法について述べる。

目的 Aims

- 学期中に学んだ言葉や文法などを積極的に使わせる。
- 授業で扱った教材の理解度をみる。
- 個人の意見や感想など、読解による理解から発展させる能力をみる。
- 期末試験で総まとめとして、作文の能力を評価する。

Stever, M. (2013). A scoring method for composition tests: Second-semester intermediate Japanese. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 60–63). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

レベル Levels

エール大学の3年生の日本語 (中級後期レベル)

評価時間 Assessment time

期末試験に使用する3時間のうち、20分から30分を作文にあてる。

評価ツールと採点方法 Resources and procedures

既存の採点方法

1. 1文につき1点=資料A (作文課題例) の例の場合、合計15点
2. 文法: 助詞、動詞の活用、などについてはマイナス0.1点、文の意味が変わってしまうような間違いなどの場合 (例. しなくてはいけない/してはいけない) は、多めに引く (年によって0.2点か0.3点)。
3. 単語: マイナス0.1点
4. 漢字: 送り仮名がない、画数が違うが漢字そのものどれか分かる、などの場合はマイナス点なし。全く意味が分からない場合は、マイナス0.1点。
5. カタカナ: 全く意味が分からない場合はマイナス0.1点、それ以外はマイナス点なし。
6. 全体の構成、段落のつながり/流れ、などに問題がある場合については、程度によって0.5点から3点ぐらい引く。反対によく書けている場合は、プラス点を与える (最高3点ぐらいまで)。また、指定された数以上書いた場合、1文につき0.5点のプラス点を与える。

既存の採点方法が採用された理由

1. 包括的尺度を使ってもある程度の線は決めることが出来るが、期末試験ということもあり、できるだけ主観が入らないようにして採点したいと考えた。
2. 文や間違いの数を数えることで信頼性と実用性を高められるのではないかと考えた。例えば、文法などの採点をする際、誤用が「多い」「少ない」など曖昧になる可能性を最低限に押さえたかった (採点信頼性に関する問題)。

既存の採点方法の問題点とこれまでの解決策

1. 指定された数以上の文を書いたら間違いも多くなる可能性が高く、努力してたくさん書いた学生が損をするのではないか。
☞ 指定以上の文についてはプラス点を導入 (一文につき0.5点)。
2. カタカナや漢字を間違えていた場合に点数を引かないのは不公平ではないか。
☞ カタカナや漢字の間違いについては、意味上影響がない場合には、「意見や要約を書く能力」を重視して点数を引かなかった。これについては、色々な考え方があると思うので、作文の目的によって採点方法をかえる必要があると考える。

今後の改善案

1. 文法や単語の正確さについては採点方法をそのままにし、全体的な構成、内容、言語使用などの総合的な作文評価については、資料Bに示すような分析的尺度ルーブリックを作成し、採点する。この場合、配点は既存の1文1点とは別に、何点かルーブリックで評価する分に当てる。ルーブリックにある language use, vocabulary, kanji では、文法や単語のレベル (難しい文法や語彙を使う努力など) について評価するので、間違いの数は基本的に視野に入れない。この点において、一文ずつ採点する場合 (文法等の正確さ重視) と採点の視点が異なる。これまでの方法では、総合的な作文評価があまりであった。しかし、総合的な面だけを見て評価すると、採点者間でギャップが生じる可能性がある。そこで、既存の採点方法に加え、あいまいになりがちな総合面の採点にルーブリックを採用する

ことにより、採点者間のギャップを縮め、総合的な作文能力の評価の信頼性と実用性の向上を試みる。

2. 他の教師にも協力してもらい、二人以上でこの方法で採点をしてみて、信頼性の有無などについて再考する。教師間の誤差が大きい場合は、改善点を考え次回にのぞむ。
3. 以前、既習の文法項目を使わせる方法として、それらをリストにしてそこからいくつか使うよう指示したことがある。教師側が何を求めているかということを明確にする意味では、このような方法も有効であると考え。これから質問そのものも含め再考の必要があると考えている。
4. 期末試験という性質上、フィードバックをする機会がなく、この作文に関しては学生の学習向上に影響があるとは言えないので、教室活動において影響力を向上させられるよう試みる。例えば、期末試験に備えて、学期中に宿題として提出させる作文の焦点を一つずつ変えて添削し、どういう点に注意して書いたらいいか指導する(例. 一つ目は文法、二つ目は構成、などというような方法で焦点をあてるスキルを変える)。

これに加え、これまで文そのものの長さや難易度については特に指定しなかったが、これについては、授業で事前に何が求められているか例を出して説明しておく。

このようにして、学生自身が作文とはどういうものか意識し、自分の弱点を知ることによって作文技術などの向上につながればと考える。

今後の展望 Last comments

背景も経験も異なる教師が集まり、「評価」について学ぶ機会に恵まれたことで、これまで一人で行き詰まっていた作文評価を再考し、一つの解決策に辿り着くことができた。作文に限らず、これからは「評価」をもっと広い視野で捉え、ルーブリックなどを活用して行きたいと考えている。

後記 References and further reading

2012年秋学期の期末試験において採点ルーブリックを加えた評価を試みた。文法や単語の正確さを中心に評価する方法にこれを加えたことによって、私自身の視野が広がったと感じる。二つの要素をそれぞれ評価することで、学生の作文能力を色々な視点から見ることができた。今後、通常の作文練習においてもこのような形で評価やフィードバックをすることによって、今回私が得たような視点の転換の機会を学生にも与え、学生の作文能力の向上に役立てたいと考えている。

著者 Contributor

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近藤ブラウン妃美 (2012) 『日本語教師のための評価入門』くろしお出版

資料A: 作文課題例 Appendix I: Example composition topics

次の2つのトピックの中から一つ選んで、その指示に従^して書^じきなさい^{したが}。

最低 (at least) 15 の文を書きなさい。

- I. 「バブルへ Go」に出てくる人の中から一人選んで、その人について説明しなさい (どんな人か、何をしたか、など)。その後で、もし本当にタイムマシンがあったら、自分ほどの時代へ行って何をしたいか、それはどうしてか、などを書きなさい。
- II. 「日向」または「川端康成」について、自分の感想や意見を書きなさい。

資料B: 採点ルーブリック Appendix II: Scoring rubric

	great (1.5)	good (1)	ok (0.5)
content	Knowledgeable; thorough; relevant to assigned topic.	Enough knowledge; limited development; mostly relevant to topic, but lacks some detail.	Limited knowledge; inadequate development; lacks detail.
organization	Logical and flows smoothly throughout.	Logical and flows smoothly most of the time.	Some parts are not logical and/or not very organized.
language use	A good range of patterns and expressions. Effective complex constructions/sentences with many newly acquired grammar.	A moderate range of patterns and expressions. Somewhat effective but simple constructions/sentences; minor problems in complex constructions; some effort in using newly acquired grammar.	A limited range of patterns and expressions. No or very few complex constructions (mostly very simple and short sentences); almost no (effort in using) newly acquired grammar.
vocabulary	A good range of vocabulary with appropriate usage.	A moderate range of vocabulary with mostly appropriate usage.	A limited range of vocabulary with occasional inappropriate usage.
kanji use	Effective use of learned <i>kanji</i> throughout.	Somewhat ineffective use of learned <i>kanji</i> but student's effort to use <i>kanji</i> is evident.	Ineffective use of <i>kanji</i> or no effort to use <i>kanji</i> .

A Unit Test for Reading, Writing, and Cultural Analysis at the Advanced Level

Yasufumi Iwasaki
Carnegie Mellon University

Background

The NFLRC Summer Institute 2012: Japanese Assessment Workshop enabled me to develop a 50-minute in-class unit test, given in the Appendices, for the advanced Japanese course at Carnegie Mellon University. It has two authentic reading passages on the topic of the “food culture of Japan” and measures reading and writing abilities and cultural analysis skills. The first passage is for reading and new to students, while the second is for reading, writing, and cultural analysis and has already been read and discussed in class. The test is thus an achievement test. The use of a dictionary is permitted during the test.

Cultural analysis skills are premised on the definition of culture in terms of ‘products’, ‘practices’, and ‘perspectives’ as defined in the National Standards in Foreign Language Education Project (2006, pp. 47–52) and consist of three skills: Description, Analysis by Comparison, and Explanation. *Description* is a process of extracting pieces of information on the products and practices of Japanese culture from sources like oral and written texts and putting them together into organized knowledge. *Analysis by Comparison* acts on the knowledge gained by *Description*, analyzing it mainly through comparisons with the products and practices of the students’ own culture and putting forward a hypothesis about the perspectives of Japanese culture and of the students’ own culture. Finally, *Explanation* operates on the analysis and hypothesis, providing an explanation of the similarities and differences in products and practices of the two cultures. Description, Analysis by Comparison, and Explanation correspond to the first, second, and third questions about the second passage in Appendix A. Cultural analysis skills thus crucially involve two of the five Cs—Cultures and Comparisons—of the National Standards in Foreign Language

Iwasaki, Y. (2013). A unit test for reading, writing, and cultural analysis at the advanced level. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 64–73). Honolulu: University of Hawai‘i, National Foreign Language Resource Center.

Education Project (2006, pp. 47–52, 57–61). Our program refers to language skills and cultural analysis skills collectively as *integrated communication skills* as we seek to integrate them in language instruction.

The inclusion of cultural analysis skills in assessment was prompted by the introduction of our university's program-level outcomes assessment in 2010, for which each department is responsible. Our department formulated its program outcomes and included cross-cultural analysis in them. Our Japanese studies program thus chose to empower students to operate between cultures instead of replicating the competence of an educated native speaker. In other words, the program aims to develop *translingual* and *transcultural* competence as explained in Modern Language Association (MLA) Ad Hoc Committee on Foreign Languages (2007). Reading and writing abilities are part of translingual competence, while cultural analysis skills exemplify transcultural competence. Due to these developments, there arose a need for the alignment of objectives (outcomes), instruction, and assessment (Anderson & Krathwohl, 2001, p. 10), and our program revised instruction and assessment accordingly. Consequently, the unit test in the Appendices partially serves the purpose of program-level outcomes assessment as well as course-level outcomes assessment.

Levels

Advanced

Aims

To assess the degree to which students have achieved the intended learning outcomes regarding reading, writing, and cultural analysis skills. Specifically, to assess students' abilities to:

1. Comprehend authentic written texts with the help of a dictionary
2. Express their own ideas in writing with the help of a dictionary
3. Analyze and explain similarities and/or differences between Japanese culture and their own

Assessment time

50 minutes

Preparation time

3–4 hours to search appropriate passages, prepare test questions, answer keys, and rubrics, and make copies

Resources

1. Question sheet (see Appendix A)
2. Answer sheet (see Appendix B)
3. Answer key with rubrics (see Appendix C)

Procedures

1. Make sufficient sets of the question sheet and answer sheet.
2. Distribute the sets and tell the students to write their names on both sheets.
3. At the end of a 50-minute class session, collect both sheets.

Feedback and scoring

1. Score each question separately and then group the scores into three categories—reading, writing, and cultural analysis—on the answer sheet. The first category includes scores from all the questions for the first passage and the first question for the second passage. The second covers scores from the last three rubrics of the second and third questions for the second passage. The third refers to scores obtained from the first two rubrics of the questions for the second passage.
2. Add necessary comments on the three categories of scores and return the answer sheets with feedback to students.

Caveats and options

1. The two passages should be about the products and practices of Japanese culture and not about perspectives, since perspectives are abstract and harder to compare than products and practices.
2. Students should be prepared to manage time properly, for example, by allotting 30 minutes for the first passage and 20 minutes for the second and by using their dictionaries sparingly.
3. A vocabulary list can be provided for the second passage to give students more time for writing and cultural analysis.
4. Rubrics for cultural analysis should be shared with students during the analysis training class.
5. Instruction should be aligned with assessment in that the tasks that the students engage in during class are identical to the assessment tasks and that students should become familiar with them.

Contributor

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teaches and coordinates intermediate and advanced Japanese courses, and his teaching and research interests include Japanese language pedagogy and Japanese linguistics.

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APPENDIX A: Question sheets

日本食は調味料文化

熊倉功夫 (国立民族学博物館教授)

マーチン・コルカット (プリンストン大学教授)

[1]味噌も醤油も生産するのに時間がかかります。かつては一年とか二年かけてつくったものがありました。その長い熟成の間に蛋白質がアミノ酸にかわって、いわゆる“うま味”が生まれます。

[2]これは非常に単純な比較なので、もっと詳しく考えなければいけないのですが、西洋では塩とか香辛料とか比較的単純な自然の素材を使って、料理する過程で味わいを深くする、調理の間に味を十分つけていくというのが基本的なつくり方ですが、日本の場合には、あらかじめ長い時間をかけてつくられた味噌と醤油がありますので、食品に味をつけるスタイルは比較的浅い、場合によっては、それをつけて食べる、食品の中にしみ込ませずに使うことも非常に多いのです。十分味つけされた料理が中国や西洋の料理の中心になってきますが、日本の場合は素材の味を助ける、素材の味を生かす調味料、つけ汁的な使い方がたくさんあります。

[3]例えば、普通の庶民的なレストランや一般家庭のテーブルの上に何が置いてあるか、ちょっと考えていただきたいのですが、たいてい醤油が置いてあります。中国の食卓は酢と醤油が置いてあります。西洋の食卓ですと、けさ私が食べてきたホテルのレストランでもそうですが、塩と胡椒が置いてあります。それは使い方が違うのです。

[4]西洋の塩と胡椒は、使いたい人は使うし、使いたくない人は使わない。つまり自分の好みで、サービスされてきた料理を調味します。すべてキッチンで完全に味つけされた料理が提供されるという点は西洋も日本も同じですが、日本の場合、料理のなかにたとえば刺身のような全く味つけしていない料理がテーブルに供され、必ず醤油が必要とされます。醤油の場合にはあらかじめ調理にも使いますが、卓上で料理に味つけをするために用意されているといった、両方の側面があります。

[5]それは日本の食物の性質と大変深い関係があります。日本には主食と副食という考え方がありません。形としては飯、汁、御菜、香の物という四つの部分から日本の料理はでき上がっています。日本の食事は、味がほとんどない御飯が主体で、味噌汁という味の濃いスープ、御飯を食べるとき一緒に食べるいろいろな種類の肉や魚、野菜の煮たもの、いわゆる御菜があつて、香の物があるという構造です。

[6]したがって味噌汁とスープは全然性格が違っています。スープはスープだけで食べてしまいますが、味噌汁は常に御飯と一緒に食べます。ドイツのレストランで日本料理屋に入りましたら、まず味噌汁が出ましたので、いつ御飯が出てくるのだろうと思って待っていたのですが、いつまでたっても御飯が出てきません。味噌汁を食べ終わらない限り御飯が出てこないという店に出会ったことがあります。皆さんは料理屋の日本料理を食べていることが多いと思います。そのスタイルでは次から次へとオードブルのような酒の肴風の料理が供されます。

[7]これが日本料理だというふうにお考えかもしれませんが、そうではありません。あれは酒を主体とした宴会用の献立で、家庭の食事でもそうですが、本来、初めから御飯に味噌汁、御菜がついているのが日本料理の基本形です。最後に、口の中の生臭い、特に魚を食べた香りを中和させるために香の物、それで「香」という字が入っておりますが、そういう香りの強い食品を食べます。

[8]きのうのお話にもありましたが、欧米の方がこうした基本形の日本料理を食べますと、味噌汁を先に飲み、御菜だけ先に食べてしまって、最後に白い御飯だけ残ると、全然味がありませんから、困り果てて、白い御飯にお醤油をかけて食べる人がありますが、あれは感心しないことです。味の淡薄な御飯と、味の濃厚な味噌汁あるいは御菜を交互に食べることで味のバランスをとりながら食事をすすめるのが日本人の食べ方です。淡薄な味わいの素材と濃厚な醤油の関係もそれと同じといえましょう。(1723 characters)

出典：熊倉功夫、マーチン・コルカット(2000).「日本食は調味料文化」『FOOD CULTURE』(キックマン国際食文化研究センター) 2000年2号(赤木浩文・梅田エリカ・草野宗子・佐々木薫編. (2007). 『トピックによる日本語総合演習 上級用資料集 第3版』19頁掲載文を著者とスリーエーネットワーク社の許諾を得て転載) 著者に無断で転載することを禁止します。

1. 段落[1]: うま味はどうやって生まれますか。(4)
2. 段落[2]: 食品に味をつけるスタイルについて西洋と日本はどう違いますか。(8)
3. 段落[3]と[4]: 西洋と日本の普通の庶民的なレストランや一般家庭のテーブルにどんな調味料が置いてありますか。(4)その調味料の使い方について西洋と日本はどう違いますか。(6)
4. 段落[4]: 「両方の側面」とはどんな側面ですか。(6)
5. 段落[5]と[7]: 日本の料理の四つの部分を詳しく説明しなさい。(8)
6. 段落[6]: スープと味噌汁は性格がどう違いますか。(2)
7. 段落[8]: 日本人の食べ方を説明しなさい。(4)
8. 問題文全体: 問題文の内容を使ってタイトル「日本食は調味料文化」の意味を説明しなさい。(8)

電車内や路上の飲食、どこまで？

電車に乗っていたら、ドアの前に立った若い女性がバッグをごそごそ。おにぎりを取り出して、無表情に食べ出した。おにぎりブームのせいかな、最近では歩きながら食べる人も見かける。路上や電車の中でパンをほお張る人も、今や珍しくない。長距離電車の楽しみは、駅弁とビールという人も少なくないはず。どこまで許せる？ (佐々木達也)

読者は予想以上に厳しい。埼玉県蓮田市の大学生、新井めぐみさん(21)は「ハンバーガーなどのにおいの強い食べ物は、においが車内に充満して、多くの人が不快を覚える。飲み物はまだ許せるが食べ物はマナー違反です。」

すみません。かくいう私も20年ほど前、^{はこだて}函館から^{さっぽろ}札幌への電車内で、市場で買ったカニを広げ、においを充満させたことがある。ほかの乗客には迷惑だったことだろう。

飲み物も迷惑をかけないわけではない。車内に缶入り飲料が置き去りにされ、振動で倒れて床に広がっている光景を見かけた。「衣食足り過ぎて、礼節を知らず」など、年配の方からのお怒りの声が多数寄せられた。

さらに問題なのは、食べた後。東京都西東京市の主婦、加川美恵子さん(49)は、車内や路上に放置される菓子の袋や弁当の空き容器などのゴミが気になる。「大人にも、食べ散らかす人が増えてきたせいでは」と憤る。

JR 東日本の営業部サービスグループによると、飲食についての苦情は三つに分けられる。①車内の飲食によるにおいやゴミの不始末②乗客の酒臭さ③集団でホームや通路に座り込んでの飲食、だという。

昨年度、同社に寄せられたマナーに関する苦情は約3千件。約600件と最も多かった携帯電話については、車内放送で利用自粛を呼びかけている。しかし、飲食に関する苦情は携帯電話ほどではなく、特別な対応は取っていない。「お客様から指摘があれば、そのときに対応していく」という姿勢だ。

電車内や路上で飲食する人にも、事情はあるようだ。「私も人目を忍んで食べることがあります」とメールをくれた大阪府堺市の大学生(22)は、「過密スケジュールの中で、食事というよりはむしろ餌。とてもみじめです。栄養学部なのに情けない」。

埼玉県上尾市のスポーツインストラクター、小川真紀さん(26)も、「勤務先を出るのは夜9時近く。自宅まで1時間半かかります。どこかで食べていきたいけれど高くつくし、時間も気になる。私は人目が気になるのでしませんが、歩きながら食べる人にはそんな理由もあるのでしょうか」。

コラムで街角や車内での飲食風景を絵入りでつづっているイラストレーターの石渡希和子さんが、これまでで最も嫌だと思った風景は、コンビニの前に置き去りにされたカップめんの食べ残し。汁が残り、割りばしを突っ込んだまま。「人間なら置けないはずでしょって思った」

でも、公共の場での飲食すべてが「お行儀悪い」とは思わない。公園で食べる気持ちよさも分かるし、現代人の忙しさも理解できる。石渡さん自身、自宅から駅まで、おにぎりをほお張りながら歩いたことがある。

「周りをまったく意識しなかったらただの不愉快な人。人に見つからないように、ちゃちゃっと食べようという方が、可愛さがあるんじゃないかな」。(1362 characters)

出典：朝日新聞 2003年3月15日 (赤木浩文・梅田エリカ・草野宗子・佐々木薫編. (2007). 『トピックによる日本語総合演習 上級用資料集 第3版』11頁掲載文を朝日新聞社とスリーエーネットワーク社の許諾を得て転載) 朝日新聞社に無断で転載することを禁止します。

問題2 次の文章を読んで下の問いに決められた字数で答えなさい。(50 points)

1. 日本について(120-140 characters)(20)

電車内や路上の飲食について読者はどう思っていますか。電車内や路上で飲食する人にはどんな事情がありますか。石渡さんによると、公共の場で食べる時はどうすればいいのですか。

2. あなたの国について、日本とあなたの国の比較(100-120 characters)(15)

あなたの国では、電車内や路上など公共の場での飲食はどこまで許されていますか。日本とあなたの

国は公共の場での飲食についてどこが似ていますか、どこが違いますか。解答欄の下線に1字ずつ書きなさい。

3. 類似点あるいは相違点の説明(100-120 characters)(15)
公共の場での飲食について日本とあなたの国がなぜ違うか、あるいはなぜ似ているかを説明しなさい。

APPENDIX B: Answer sheet

問題1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

問題2

1. _____ 20

_____ 100

2. _____ 20

_____ 100

3. _____ 20

_____ 100

category	question	score	comments
reading	問題1(1)		
	(2)		
	(3)		
	(4)		
	(5)		
	(6)		
	(7)		
	(8)		
writing	問題2(1)		
	問題2(2)		
cultural analysis	問題2(2)		
	(3)		

total score _____

APPENDIX C: Answer keys with rubrics

[]は配点を、[]は部分点を示す。

問題1 Answer key

1. 蛋白質が[1.5]アミノ酸に[1.5]かわって[1]うま味が生まれる。[4]
2. 西洋では[1]調理の間に[1]味を[1]十分つけていく[1]。日本では[1]比較的浅く味をつけたり[1]、場合によっては味をしみ込ませず[1]、調味料をつけて食べる[1]。[8]
3. 西洋では[1]塩と胡椒[1]が置いてある。日本では[1]醤油[1]が置いてある。[4] 西洋では[1]、自分の好みで[1]使ったり使わなかったりする[1]。日本では[1]まったく味つけしていない料理があるので[1]、必ず使う[1]。[6]
4. 調理の際[2]に使う[1]という側面と食べる時[2]に使う[1]という側面 [6]
5. 味のない[0.5]御飯[1]、味の濃い[0.5]味噌汁[1]、御飯と一緒に食べる[1]いろいろな種類の肉や魚、野菜[1]を煮た御菜[1]、そして口の中の生臭い、特に魚を食べた香り[0.5]を中和させるための[0.5]香の物 [1] [8]
6. スープは[0.25]スープだけで[0.5]食べる[0.25]が、味噌汁は[0.25]常に御飯と一緒に[0.5]食べる[0.25]。 [2]
7. 淡薄な味[1]と濃厚な味[1]のバランス[1]を取りながら[1]食事をすすめる。[4]
8. 日本では長い時間をかけて[1]うま味のある調味料を作る[1]。調理の際は食品(素材)の味を助けたり[0.5]、生かしたりする[0.5]ために、比較的浅く味をつけたり[0.5]、まったくつけなかったりする[0.5]。食べる時は、濃厚な味[0.5]の調味料[0.5]と淡薄な味[0.5]の食品[0.5]で味のバランス[0.5]をとって食べる[0.5]。このように日本食では調味料[0.5]が決定的な役割を果たす[0.5]ので、日本食は調味料文化と言える。[8]

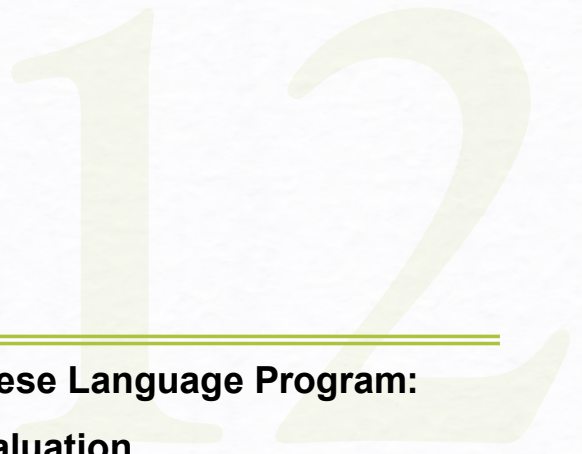
問題2 Answer key

1. におい[1]やゴミなどで[1]ほかの人[1.5]に迷惑をかけるから[1.5]電車内や路上での飲食は許されない[3]と読者は思っている[8]。電車内や路上で飲食する人には、過密スケジュール[1]で時間がないし[2]、お金が高くつく[3]という事情がある。[6] 石渡さんによると、公共の場で食べる時は、周りの人[1.5]を意識して[1.5]人目[1.5]を避ける[1.5]ようにすればいい。[6] (139 characters)
2. 決まった解答なし。[15]

評価点	評価点3	評価点2	評価点1	評価点0
内容(自分の国のこと)	具体的に述べている	あまり具体的に述べていない	ほとんど具体的に述べていない	まったく具体的に述べていない
内容(日本との比較)	はっきりしている	あまりはっきりしていない	ほとんどはっきりしていない	まったくはっきりしていない
日本語の正確さ(文法)	とても正確	だいたい正確	間違いが多い	間違いが多すぎる
日本語の正確さ(単語の選択、綴り)	とても正確	だいたい正確	間違いが多い	間違いが多すぎる
日本語の分かりやすさ	とても分かりやすい	だいたい分かりやすい	分かりにくいところが多い	まったく分からない

3. 決まった解答なし。[15]

評価点	評価点3	評価点2	評価点1	評価点0
内容(十分で説得力ある説明)	十分で説得力がある	あまり説得力がない	ほとんど説得力がない	まったく説得力がない
内容(一般的な説明)	一般的な説明になっている	あまり一般的でない	ほとんど一般的でない	まったく一般的でない
日本語の正確さ(文法)	とても正確	だいたい正確	間違いが多い	間違いが多すぎる
日本語の正確さ(単語の選択、綴り)	とても正確	だいたい正確	間違いが多い	間違いが多すぎる
日本語の分かりやすさ	とても分かりやすい	だいたい分かりやすい	分かりにくいところが多い	まったく分からない



Teaching Translation at a College-Level Japanese Language Program: Raising Student Awareness on Translation Evaluation

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Background

Translation has been used in foreign language teaching for decades. The best known tradition is the grammar-translation method where the teacher asks students to translate sentences written in their second language into their first language or vice versa. Grammar translation has been criticized for presenting isolated sentences, fostering false notions of equivalence, not to mention its disregard of spoken language (Cook, 1998). It became less popular as foreign language teaching shifted its focus to communication. However, with a concern for the formal inaccuracy that can result from exclusive focus on communication, the role of translation has been reassessed. Translation can develop students' formal accuracy by having them engage in close examination of the source text (ST) and rendering it into the target language. Further, having students translate a longer connected text at the discourse level, instead of isolated sentences, will raise their awareness of what translation actually involves. It is not just formal equivalence, but other factors such as socio-cultural differences and appropriate language use that need to be taken into account.

Hasegawa (2012) suggests that translation instruction be incorporated into comprehensive Japanese-language programs. In view of the fact that students who study advanced-level Japanese tend to have an interest in translation, it would be useful for them to know what is involved in professional translation. In particular, having students become familiar with translation evaluation criteria would be useful because it will raise their awareness of various aspects that they need to take into consideration when doing their translations. The activity and the translation evaluation rubric presented below were developed for a Japanese-English translation course offered at the University of Hawai'i at Mānoa. The course aims

Tateyama, Y. (2013). Teaching translation at a college-level Japanese-language program: Raising student awareness on translation evaluation. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 74–79). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

at developing basic skills required for professional translation. The analytic rubric used for evaluating translation consists of four categories: fidelity, appropriateness, structure, and mechanics (see Appendix A), and each category has a 5-point scale, 1 being unacceptable and 5 being outstanding.

Levels

Advanced

Aims

To raise students' awareness of different aspects or categories used for evaluating translation, which include the following:

1. Fidelity (reflects how well the translation represents the source text)
2. Appropriateness (measures linguistic and pragmatic appropriateness, including appropriate style, register, and choice of vocabulary)
3. Structure (measures how appropriately grammar is used in the target text)
4. Mechanics (deals with spelling, punctuation, etc.)

Assessment time

About 40 minutes

Preparation time

1 to 1.5 hours to select an appropriate source text, make three translations, prepare handouts, and make copies

Resources

1. Translation evaluation rubric (see Appendix A)
2. A source text and three translations (see Appendix B)

Procedures

1. Ask students what they think would be involved in evaluating translations professionally.
2. Distribute the translation evaluation rubric (see Appendix A) and explain each category (i.e., fidelity, appropriateness, structure, and mechanics; see **Aims** above for definitions, as well as Appendix A).
3. Distribute the source text and the three translations (see Appendix B). Have students individually evaluate the three translations.
4. Have students discuss their evaluations in groups.
5. Discuss evaluations as a whole class.

Feedback and scoring

1. The teacher should ask students to evaluate their translation using the evaluation rubric after steps 1–5 in the Procedures above have been completed (See Appendix A).
2. Collect their evaluations, and give them feedback if you feel it is appropriate.

Caveats and options

1. A source text can be distributed to the students ahead of time so that they do not have to spend too much time figuring out the meaning of unfamiliar words and sentences in class. Another option would be to ask students to read a source text and prepare their translation before coming to class. As shown in Appendix C, having students prepare multiple drafts would be useful for raising their awareness of the translation process.
2. The same evaluation rubric can also be used by the teacher when evaluating students' translations throughout the semester, as well as when asking students to do peer evaluation. **Vocabulary** can be an independent category instead of including it in **Appropriateness**. Furthermore, **Revision process** can be added as another category (Colina, 2003) when asking students to prepare multiple drafts to assess the process they have gone through.
3. A holistic rubric can also be developed but an analytic rubric will usually be more useful because, when applied to the students' own translations, it will show them their strengths and weaknesses in more detail, including areas that they need to work on.

Contributor

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Appendix A: Translation evaluation rubric

Fidelity: Reflects how well the translation represents the source text

5 outstanding	Message is accurately and clearly translated, with no omission or addition of information and/or distortion of meaning.
4 good	Message is for the most part accurately and clearly translated, with occasional omission or addition of information and/or distortion of meaning.
3 fair	Despite some distortion of meaning or omission/addition of information, the main message is conveyed.
2 poor	Message is not very accurately and clearly translated, with meaning being distorted in a number of places; information is omitted, added, or distorted in many places.
1 unacceptable	Message is not accurately or clearly conveyed; much information is omitted, added and/or distorted.

Appropriateness: Measures linguistic and pragmatic appropriateness, including appropriate style, register, and choice of vocabulary

5 outstanding	The language is appropriate for its intended audience; style and register appropriate and consistent with source text; effective and natural word/idiom choice and usage.
4 good	Minor errors in pragmatic appropriateness; minor inconsistencies in choice of vocabulary, style and/or registers; some unnatural expressions or foreignisms.
3 fair	Attempts to attend to pragmatic appropriateness but regular inappropriate usage; some inconsistencies in word choice, style and/or register; frequent unnatural or translated expressions.
2 poor	Major errors in pragmatic appropriateness; little attention to choice of vocabulary, register and/or style; likely to cause misunderstandings.
1 unacceptable	No signs of awareness of pragmatic appropriateness; no attention to choice of vocabulary, register and/or style; extensive inappropriate use, meaning obscured.

Structure: Measures how appropriately grammar is used in the target text

5 outstanding	Use of grammar denotes exceptional command of the target language; almost no errors in construction and use of prepositions, articles, tense, pronouns, etc.; Reads as very natural.
4 good	Use of grammar and vocabulary denotes good command of the language; structure is somewhat literal or suggests interference from source language; effective simple constructions; few problems in complex constructions; several errors with prepositions, articles, tense, pronouns, but meaning not obscured.
3 fair	Weak use of grammatical rules; few problems in simple constructions; minor problems in complex constructions; frequent errors with prepositions, articles, tense, pronouns; meaning sometimes obscured.
2 poor	Weak use of grammatical rules; obvious problems in simple/complex constructions; many errors with prepositions, articles, tense, pronouns; fragmentary, run-ons; meaning confused or obscured.
1 unacceptable	Poor knowledge of grammatical rules; dominated by errors; does not communicate well enough to evaluate.

Mechanics: Deals with spelling, punctuation, etc.

5 outstanding	Demonstrates mastery of conventions; no mistakes in spelling and punctuation usage; no careless typing mistakes.
4 good	Few errors in spelling and punctuation usage, but meaning is not obscured; barely any careless typing mistakes.
3 fair	Occasional errors of spelling and punctuation usage; meaning may be obscured; some careless typing mistakes.
2 poor	Frequent errors of spelling and punctuation usage; meaning is considerably obscured; a number of careless typing mistakes.
1 unacceptable	Errors of spelling and punctuation obscure the meaning; frequent careless typing mistakes.

Appendix B: Sample translation evaluation activity

Directions: Read the following passage written by a Japanese businessman who runs a company in the U.S., and the three translations that follow. Please evaluate each translation using the translation evaluation rubric. Please assign a score to each category.

会社で居眠りや怠慢な態度の社員を解雇してはいけません。彼等は政府という親分と法律に保護されており、ライオンのようにキバを剥いて、「人種差別だ」、「年齢差別だ」、「セクハラだ」とあなたに襲いかかってきます。雇ったら最後、駄々っ子をなだめるかのように、「よろしくお願いします」と作り笑顔で飼い慣らすしか方法がないのです。

1. At the company, if you happen to have sleepy & negligent workers, you must fire them. With the “boss” called government and law, they will be protected, and show their fangs like lions, and will come to attack you with claims of “racism”, “ageism”, and “sexual harassment”. Right after hiring, in order for these spoiled brats to keep calm, then the only thing you can do, is with method to make a smile and saying “I’m looking forward to working with you.”

fidelity _____ appropriateness _____ structure _____ mechanics _____

2. We must not dismiss company employees who doze off or are careless. Since they are protected by the boss and law known as the government, they will charge you with things like, “That’s racism,” “That’s ageism,” or “That’s sexual harassment,” like a lion peeling off creepers. Soon after you hire them, there is no other way to appease the spoiled brat but to tame them with a forced smile and “Pleased to make your acquaintance.

fidelity _____ appropriateness _____ structure _____ mechanics _____

3. At work, you can’t dismiss negligent employees who procrastinate or sleep on the job. With the government watching over them, and the law protecting them, they bare their fangs and pounce on you with “racial discrimination”, “age discrimination”, and “sexual harassment”. From the time they are hired to the end, there is no other way to take care of them than to put on a smile and ask for their cooperation like you would when trying to placate a spoiled kid.

fidelity _____ appropriateness _____ structure _____ mechanics _____

Appendix C: Sample translation exercise

Directions: Read the following passage written by a Japanese businessman who runs a company in the U.S., Check any unfamiliar words. Once you understand the text, translate it into English.

会社で居眠りや怠慢な態度の社員を解雇してはいけません。彼等は政府という親分と法律に保護されており、ライオンのようにキバを剥いて、「人種差別だ」、「年齢差別だ」、「セクハラだ」とあなたに襲いかかってくる。雇ったら最後、駄々っ子をなだめるかのように、「よろしくお願いします」と作り笑顔で飼いやすしか方法がないのです。

Draft 1 (Translate the text from your memory – Try not to look at the text as much as possible.)

Draft 2 (Fill in the gap – Take a look at the source text (ST) and revise Draft 1 by supplying any missing information.)

Stop here. Take at least a few hours before working on Draft 3.

Draft 3 (Fresh look – After a few hours, read the ST and Draft 2 one more time. Fine-tune your translation.)

Standards-Based Final Examination for an Intermediate-Level College Japanese Language Course

Satomi Saito

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Background

The third year Japanese language course (the fifth semester) at Bowling Green State University currently uses *Yookoso!: Continuing with contemporary Japanese*. This fifth semester course is intended to conclude the sequence from the first year to the second year by covering the remaining two chapters of *Yookoso!* (Chapters 6 and 7). In addition to the two chapters, the course also incorporates various activities using language situations and tasks required for the ACTFL proficiency levels of intermediate low to mid. In order to assess the degree to which the students achieve the reading and writing goals of the course, I developed a standards-based final examination that employs two topics (society and environment) and task formats (narration and description). Appendix A presents sample questions from the examination. The readings were written by the instructor using vocabulary and grammar patterns used in class activities. The questions are designed to assess students' proficiency in reading and writing in addition to their comprehension of the grammar items and vocabulary covered in the textbook.

Levels

Intermediate

Aims

To assess the degree to which students have achieved the student learning outcomes for the third year Japanese course. These learning outcomes are based on the ACTFL oral proficiency guidelines for Intermediate Low to Mid level proficiency. The learning outcomes

Saito, S. (2013). Standards-based final examination for an intermediate-level college Japanese language course. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 80–86). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

are set to correspond to the outcomes of other foreign language programs in our department (German, Russian and Chinese). Specifically, to assess student abilities to:

1. Utilize learned the patterns, expressions, and vocabulary in *Yookoso!* vol.2
2. Comprehend information in constructed materials of several connected sentences
3. Understand and follow events described in very simple passages in specially prepared texts dealing with basic situations, written with simple structures, and using limited numbers of *kanji* and vocabulary items
4. Comprehend main ideas and/or some facts in connected texts dealing with basic personal, daily, and social activities. Such texts are linguistically simple, with a clearly underlying internal structure such as chronological sequencing, and require no suppositions.
5. Recognize basic *kanji* and understand compounds made up of those *kanji*, as well as *hiragana* and *katakana*

Assessment time

About 60 minutes

Preparation time

10 minutes to make copies

Resources

1. Sample questions in a Japanese final examination for intermediate-level college Japanese (Appendix A)
2. Suggested grading criteria for productive responses (Appendix B)

Procedures

1. Give the test sheet (see Appendix A) to students.
2. The students take the test in the classroom.
3. The instructor collects the test sheets.

Feedback and scoring

The instructor grades the test and, in addition to the test score, gives students feedback about their language proficiency based on grading criteria.

Caveats and options

1. In order to enhance transparency in the grading method and clarify teacher expectations, consider giving the students a handout that reviews the key items expected in the test, the test format, and grading criteria.
2. The sample test mainly employs the productive response format, but more receptive-format questions (e.g., multiple-choice) may be included to increase the practicality and reliability of the test results.
3. In order to increase accuracy in grading productive responses, it is important to have some kind of grading criteria. For example, I have provided suggested grading criteria for A3, B1&2, and C6 in Appendix B.

Contributor

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Appendix A: Sample questions from a Japanese final examination for an intermediate-level college Japanese language class

Read the following text and answer the questions.

青森県は1)本州の最北端に2)位置する県で海産物や果物の3)生産で4)有名です。県庁所在地(prefectural capital)は青森市で、県の5)中央部に位置します。青森市では夏にねぶた祭りが開催され、毎年たくさんの6)観光客が訪れ(visit)ます。県の南西部、秋田県との県境(border)には世界遺産にもなった白神山地が広がっています。標高1235メートルの白神岳は登山で有名です。白神山地の東側には津軽7)平野が広がっています。津軽平野ではお米やリンゴの生産が盛ん(flourish)です。青森県の南部には活火山の八甲田山があり、8)周辺にはたくさんの温泉地があります。八甲田山では冬はスキー、夏はハイキングが楽しめます。また八甲田山の近くには十和田火山の噴火でできた十和田湖があります。十和田湖ではボート遊びが楽しめます。十和田湖から北に奥入瀬川が流れています。奥入瀬川は青森県の中央を流れて太平洋に流れています。奥入瀬川の上流の奥入瀬溪流(mountain stream)は美しい自然で有名です。秋にはたくさんの釣り人が訪れます。青森県の最北端は竜飛岬です。天気の良い日にはここから海の向こうに北海道の松前9)半島が見えます。

1. For each of the following *kanji* words underlined in the text, provide its *yomigana* and English equivalent as in the following example. (0.5x16=8)

	読み仮名	英訳
1. 本州		
2. 位置		
3. 生産		
4. 有名		
5. 中央		
6. 観光客		
7. 平野		
8. 周辺	しゅうへん	around the area
9. 半島		

2. Assume that the above is the only information you have about Aomori. Which place are you most likely to go in Aomori for the following situations? Choose the one from the box that applies the most. (1x7=7)

- () If you would like to visit an apple orchard?
- () If you would like to row a boat in the lake?
- () If you would like to see Hokkaido?
- () If you would like to go fishing in the river?
- () If you would like to climb the mountain?
- () If you would like to go to a hot spring?
- () If you would like to see a summer festival?

- | |
|----------|
| a. 青森市 |
| b. 白神岳 |
| c. 津軽平野 |
| d. 八甲田山 |
| e. 十和田湖 |
| f. 奥入瀬溪流 |
| g. 竜飛岬 |
| h. 松前半島 |

3. Using the above text as a model, describe your hometown in three full sentences by using three words from each of the following word banks, A and B. (6)

A 東・西・南・北

B 山・川・湖・海・夏・冬・春・秋

Structural patterns

1. Assume your parents were very demanding when you were nine. Using causative-passives, list two things you were made to do by them. (4)

a) _____

b) _____

2. Now assume you are an old person who is reminiscing about the way things used to be in your hometown. What would you say? Write two full sentences using *ものだ*. (4)

a) _____

b) _____

Read the following text and answer the questions.¹

最近釣り人のマナー(manner)が問題もんだいになっています。まず釣りをするには許可証きょかしょう(permit)が必要です。必ず釣具店で許可証を買うようにしてください。また釣り場は共有きょうゆう(shared)のものであるにも関わらず、河原かわらで酒を飲んで騒ぐ人達さわがいます。ごみを散らかしたまま帰っていく人もいます。他の釣り人の迷惑めいわく(trouble)にならないようお酒を飲んで騒ぐのはやめましょう。ゴミは必ず家に持ち帰りましょう。それと釣った魚を河原かわらに置いていくのもやめましょう。食べないのに不必要に釣り過ぎないようにしてください。小さい魚は海や川に帰してやって下さい。釣り場が混んでいるときは先客あिसつに挨拶をするのもいいですね。楽しい釣りをするためにはルール(rule)やマナーを守るのが大切です。自然めぐの恵み(bleasing)を受けているのだという謙虚けんきょ(humble)な気持ちを忘れないで釣りを楽しみましょう。

Answer the following questions in full sentences.

1. 釣りをするにはまず何をしなければなりませんか? (2)。「ことになっている」を使って、教えてください。
2. 筆者は、釣りをする時に、どのようなことが他の釣り人の迷惑になると言っていますか。二つ教えてください (2x2=4)
3. 釣りをした後にはどのようなマナーを守ることが大切ですか? (2)
4. 図書館にはどのようなルールやマナーがありますか。下のボックスの文法を三つ以上使って簡単に説明してください。 (10)

～ば、～てほしい、よう、～なくてもいい、～のに、ことになっている

¹ This passage was created with reference to the information at 「魚と遊ぼう!海釣り道場」 retrieved [September, 2012] from <http://www.otomiya.com/index.html>.

Appendix B: Sample grading criteria for A3, B1&2, and C6.

Grading criteria for A3

grading criteria	excellent (3)	good/fair (2)	passing (1)	fail (0)
task completion	Addresses all aspects of the question.	Omits one aspect of the question.	Omits more than one aspect of the question.	Does not correspond to the question.
easiness to read (accuracy, organization, spelling)	Very accurate/a good range of vocabulary.	More or less accurate/a moderate range of vocabulary.	Frequent grammatical errors/a limited range of vocabulary.	Not enough to evaluate.

total ___/6 points

Source: Adapted from Kondo-Brown, 2012, pp. 182

Grading criteria for B1&2

grading criteria	very good	good	non-passing
task completion	2	1	0
easiness to read (accuracy, organization, spelling)	2	1	0

total ___/4 points

Grading criteria for C6

grading criteria	excellent	good/fair	passing (1)	fail (0)
task completion	Addresses all aspects of the question. (3)	Omits one aspect of the question (2).	Omits more than one aspect of the question. (1)	Does not correspond to the question. (0)
sentence structure	Very accurate. (3)	More or less accurate. (2)	Frequent grammatical errors. (1)	Not enough to evaluate. (0)
vocabulary	A good range of vocabulary. (2)	A moderate range of vocabulary. (1)	A limited range of vocabulary. (0)	n/a
kana and kanji spelling	Effective use of <i>kana</i> and learned <i>kanji</i> throughout. (2)	Effective use of <i>kana</i> and learned <i>kanji</i> most of the time. (1)	Ineffective use of <i>kana</i> and learned <i>kanji</i> . (0)	n/a

total ___/10 points

Source: Adapted from Kondo-Brown, 2012, pp. 184

Promoting Negotiation through Assessment Tools: Self and Peer-Evaluation in “Relay Method Project”

Yuka Akiyama

Massachusetts Institute of Technology

Background

An intensive course called *Very Fast Track (VFT) Japanese* at the Massachusetts Institute of Technology (MIT), which covers an equivalent of second to fourth semester Japanese in a semester, has a summer component to study the Japanese language and culture for two weeks at the University of Tokyo. As part of the exchange project between these two universities, collaborative, cultural project work using the “Relay Method” (Akiyama, 2010) is used to explore three cultural topics in three groups of students. Using the Relay Method, students rotate their topics and pass down their findings in a so-called *baton* (e-portfolio) from one group to another and build up on each other’s findings.

The language of instruction and group work is mainly Japanese, although the students are allowed to use English with group members and classmates if necessary. When the students work with Japanese students on campus, they are encouraged to use both English and Japanese to promote the project’s language exchange atmosphere. In sum, the project is situated within the JSL (Japanese as a Second Language) curriculum, but its ultimate goal is raising cultural awareness and promoting skills for students to compare and analyze their own and target cultures through various kinds of negotiation and output activities using the target language. Thus, the project is meaning-based with some focus on form through language instruction and corrective feedback from the instructor, peers, and the Japanese students at the University of Tokyo.

In summer 2012, for instance, seven VFT students decided on and investigated three topics of their interest (media & pop culture, food, and language). Group members worked on their topic for each type of presentation and passed down the findings using Wikispaces (e-portfolio). As

Akiyama, Y. (2013). Promoting negotiation through assessment tools: Self and peer-evaluation in “Relay Method Project”. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 87–94). Honolulu: University of Hawai’i, National Foreign Language Resource Center.

such, the students were required to collaborate (or cooperate) not only among group members but also between groups. Inevitably, the students were required to address the project to various audiences, as they had to pass down the findings in a manner that was easy for the community of learners (classmates, the instructor, the University of Tokyo students and staff, etc.) to understand.

	topic			
	A	B	C	
	メディア・ポップカルチャー	食べ物	ことば	
group A	presentation (5/30–6/1)	interview & blog (6/4–6/7)	skit presentation (6/8–6/12)	→ individual essay
group B	skit presentation (6/8–6/12)	presentation (5/30–6/1)	interview & blog (6/4–6/7)	
group C	interview & blog (6/4–6/7)	skit presentation (6/8–6/12)	presentation (5/30–6/1)	

Figure 1: Example of relay method

There are four stages of the project. The first three stages are conducted in groups, and the last stage is an individual essay. First, each group of students give a Power Point presentation on their topic using visuals (e.g., pictures that they took in Japan and images from the Internet) and pass down their findings. Second, students interview the University of Tokyo students (both Japanese students and non-Japanese students on campus) and write an analysis on Wikispaces. Third, students create a skit based on the previous findings (PPT presentation and interview data), invite members of the University of Tokyo for a showing, and receive feedback and exchange ideas. Finally, students write an essay individually on their favorite topic of the three in collaboration with the Tokyo students.

In this paper, I will introduce two kinds of assessment tools (see Appendices A and B) used in the second stage of the project (interview & blog). The checklist in Appendix A is designed to assist the students in organizing their blog entries while the scoring sheet in Appendix B is an assessment tool with numerical values to engage students in self and peer-evaluation of the blog which consists of interview questions, results/data, analysis, and a summary.

The numerical item scoring system in Appendix B corresponds to the intended learning outcomes (ILOs) of the project; a higher score is given to an item that is in accordance with the ILOs below:

Students will be able to

- familiarize themselves with all of the three topics using three kinds of media
- give quality feedback to one another
- work cooperatively with group members, other groups, and native speakers of Japanese
- negotiate form and meaning by utilizing assessment tools
- learn multiple perspectives, think critically, and make appropriate adjustments in thinking
- take responsibility for one's learning and tasks and increase learner autonomy

- actively listen to and engage in other group members' project work and build up on one another's findings
- learn how to provide peer-scaffolding

From the theoretical perspective, the two assessment tools are used in order to increase reliability in grading and to promote learner autonomy and a learner-centered approach to learning/teaching. First, both the organization checklist and the scoring sheet are used for reference in grading. As Kondo-Brown (2012) mentions, the instructor can increase reliability in grading by creating assessment tools in advance, employing the tools in grading, and comparing scores with others. Second, the two assessment tools are used for self and peer-evaluation. Self-assessment and peer assessment are both considered *alternative assessment* tools (Herman, Aschbacher, & Winters, 1992), and these are employed as a way to make assessment a part of curriculum, motivate students, make learners autonomous, and make the classroom practice more learner-centered (Kondo-Brown, 2012). Stiggins, Arter, Chappuis, and Chappuis (2004) list five indicators of sound classroom practice, and one of them is “student involvement in assessment” (p. 27), which can be achieved when learners are actively engaged in and take responsibility for their learning and assessment. In this project, the self- and peer-assessments contribute to a major part of the project because, as the ILOs state, the project aims at generating spontaneous discussion within and among students and engaging students in scaffolding activities in the zone of proximal development (ZPD) (Aljaafreh & Lantolf, 1994).

Levels

Elementary/Low Intermediate (students who are about to complete the fourth semester Japanese)

Aims

1. To engage students in discussion and collaborative negotiation of form and meaning using assessment tools
2. To provide ways to interpret three cultural topics from different perspectives (those of Japanese students, non-Japanese students in Tokyo, and non-Japanese students in America) using three different kinds of media
3. To familiarize students with academic/report writing in Japanese
4. To provide sufficient opportunities to interact with the target language and its speakers in the JSL setting

Assessment time

The self-assessment and peer-assessment take about 15–20 minutes and 25–30 minutes, respectively. Ideally, the instructor should assess the blog entry three times: the first time immediately after s/he reads it, the second time with reference to students' self-assessment data, and the third time with reference to students' peer feedback data.

Preparation time

30 minutes to make copies

Resources

1. Organization checklist (Appendix A)
2. Self- and peer-scoring sheet (Appendix B)
3. Wikispaces
4. Internet access

Procedures

General Procedure

(instructor first evaluation) → Ss' self-assessment → (partner matching) → peer-assessment and discussion → (instructor second evaluation) → revision → (instructor third evaluation)

Specific Procedure

1. Give the assessment tools (see Appendices A & B) to the students in advance
2. When the blog posting is complete, ask the students to self-evaluate their group's post using the checklist and scoring sheet
3. Match up 2–3 students from different groups
4. Ask the students to peer-evaluate each other's blog entries using the same checklist and scoring sheet
5. Ask the students to discuss the differences in scoring/comments with each other (see Appendix C for phrases that may be used for this discussion)
6. Repeat the same procedure (Steps 4 & 5) with support from the students at the University of Tokyo.
7. Ask the students to revise the blog post considering the feedback they received from other peers and the University of Tokyo students

Feedback and scoring

1. The teacher scores the first blog entry using the same checklist and scoring sheet (see Appendices A&B). At this stage, the students are not notified of the score they received
2. After students evaluate the blog post (self and with peers), the teacher collects their self and peer-evaluations and grades the blog post again. (It is advised that the instructor makes photocopies of the evaluation forms for future reference)
3. The teacher informs the students of their score for the first blog entry and provides comments. (The teacher holds a conference with students if their self-evaluation is significantly different from his/hers)
4. After students revise the blog, the teacher scores the final blog entry one last time using the same checklist and scoring sheet

5. The teacher calculates the final score for the blog by giving various weights to the first blog entry and revision. For instance, the first blog entry can weigh 60% whereas the revised blog entry weighs 40% of the total grade
6. The teacher informs the students of their final score

Caveats and options

It is advised that the instructor hold a conference in or outside class if students' self-assessment significantly differs from his/her own. The instructor is also advised to consider scoring a blog entry twice, once immediately after reading it and the other time after a certain period of time. This practice will increase intra-rater reliability but may pose a practicality issue depending on the number of students in class. Lastly, creating a Wikispaces page that outlines the whole procedure, expectations, and assessment tools would facilitate the project greatly and is strongly recommended.

Contributor

Yuka Akiyama teaches Japanese at Massachusetts Institute of Technology and is coordinating an e-tandem language exchange project. Her research interests include: language exchange, CALL and its effect on learner autonomy, project work, sociocultural theory of learning, dynamic corrective feedback, immersion programs, and explicit instruction of L1-L2 comparison of prosodic features.

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Appendix A: Organization checklist

Whose essay? _____ Who is reviewing? _____

Look at your/your partner's project page. Refer to the following checklist and make comments using memos on Wikispaces whenever appropriate.

YES NO

1. Is the **title** appropriate?
2. Is there an **introductory paragraph**?
3. Is the introductory paragraph **consistent**?
4. Is the introductory paragraph **appropriate in length**?
5. Is there a **thesis statement**? Underline the statement.
6. Does the thesis statement **briefly introduce what the essay is all about**?
7. Is there a **topic sentence for each body paragraph**?
Underline what you think are topic sentences.
8. Are the topic sentences **expanded on the thesis statement**?
9. Are there **examples/evidence to support the topic sentence** in each paragraph?
10. Is there a **conclusion paragraph**?
11. Does the conclusion paragraph **summarize the text succinctly**?
12. Are there appropriate **conjunctions** to guide the text?
13. Does a paragraph contain **only one idea unit**? (not more than one)

Appendix B: Self- and peer-scoring sheet

Rate your partner's Wikispaces page and provide feedback. Compare your ratings and discuss the differences.

	YES! It's excellent		Yes, it's good		Mmm, it's OK...		Well, it probably needs more work done	
form								
It uses a wide range of grammatical forms we learned recently.	7	6	5	4	3	2	1	
There are few grammatical errors that hinder communication.	6	5	4	3	2		1	
It uses a wide range of vocabulary items we learned recently.	6	5	4	3	2		1	
It includes a comprehensible vocabulary list for unknown words.	3		2		1		0	
It uses a wide range of <i>kanji</i> and <i>kana</i> we learned recently.	6	5	4	3	2		1	
interview and data report								
The report is expanded on previous group's findings.	8	7	6	5	4	3	2	1
The report is easy to pass down to the next group (self-explanatory).	8	7	6	5	4	3	2	1
The purpose of the interview is well-stated and clear.	7	6	5	4	3	2	1	
The report fully explains the background of the issue and its significance.	7	6	5	4	3	2	1	
The data meet the requirement. (interviewing 3 Japanese students and 3 non-Japanese students: "7"=more than 6 students interviewed; "6"=6 students; "0"=none)	7	6	5	4	3	2	1	0
The visuals are easy to understand.	4		3		2		1	
data analysis								
The analysis looks at the issue from multiple perspectives.	8	7	6	5	4	3	2	1
It shows how the writers' understanding of the issue changed through the analysis.	8	7	6	5	4	3	2	1
It has interesting/insightful facts and thoughts.	8	7	6	5	4	3	2	1
It is coherent throughout, and the main point of the analysis is clear.	7	6	5	4	3	2	1	0

total ___/100

your own score ___/100	your classmate's score ___/100	Todai student's score ___/100
------------------------	--------------------------------	-------------------------------

Appendix C: Useful phrases in discussion

- ○○さんにさんせいです。/そうですね。
- ○○さんにはんたいです。/そうですか？
- ○○さんはどう思いますか。
- どうしてそう思いますか。
- この(文、だんらく)で何が一番大切だと思いますか。
- この(たんご、文、だんらく)の意味は何ですか。
- たしかにそうかもしれませんが、・・・。
- まあ、そうですね。でも、私は・・・と思います。
- じゃあ、△△にしましょうか。

Scoring Rubrics for a *Comic Life* Project in a Beginning-Level College Japanese Language Course

Masako Inamoto
Skidmore College

Background

In recent years, interest in Japanese popular culture is one of the main reasons among students to enroll in Japanese language courses in U.S., colleges and universities. Some scholars have examined how the use of popular culture in a classroom enhanced learners' motivation to learn a language (e.g., Cheung, 2001; Chik & Breidbach, 2011). At Skidmore College, students in Elementary Japanese II (a second semester Japanese language course) create a 12-page comic in a group of two or three students using computer software called *Comic Life* near the end of the semester. This is one of their roundup projects after studying Japanese for a year (two semesters). The assignment is to create a comic in a way that it flows like a *manga* (Japanese comic) and students are allowed to use only vocabulary and sentence structures that they have learned in the last two semesters.

The project consists of two components: a group project (creating *manga*) and an individual writing component, the details of these are described in the Procedures section below. During the course of the project, three analytical rubric scales are used to assess the students' performance on (a) writing a script, (b) creating *manga*, and (c) individual writing. In all, 60% of the project grade is allocated to a group project (writing the script and creating *manga*) and 40% to an individual composition. In addition, the students are to complete a self- and peer-assessment form. Gardner (2000) states that self-assessment helps learners examine their level of success in a given task. Thus, in this project, self- and peer-assessment forms are administered to promote student awareness of their strengths in language proficiency as well as to motivate them to work on their weaknesses. The completed form is also compared to the instructor's assessment of the students' learning outcomes. Using technology in a meaningful

Inamoto, M. (2013). Scoring rubrics for a *Comic Life* project in a beginning-level college Japanese language course. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 95–102). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

way and working in a group are also core ideas of constructivist learning environments advocated by Jonassen (1999).

Levels

Beginning (near the end of the second semester of the first year Japanese language course)

Aims

To assess the following students' abilities to:

1. Write a creative story using only the grammar and vocabulary they have learned in the first-year Japanese courses (Lessons 1–12 in *Genki* Vol. I)¹
2. Use the language appropriately in a given socio-cultural context
3. Create *manga* using effective visuals
4. Summarize *manga*, which mostly consist dialogue, in a narrative form
5. Express and support an opinion in writing

Preparation time

15–20 minutes to create a schedule that includes deadlines for each task

Assessment time

1. This is a three-week long project and is mostly carried out outside the classroom. However, some class time should be spent for the following activities:
2. About five minutes to divide the class into small groups
3. About 10 minutes to quickly demonstrate how to use *Comic Life*
4. About 10–15 minutes to show how *manga* flow or are read by showing some examples of *manga* clips

Resources

1. A computer
2. *Comic Life*, a software program
3. Some *manga* clips to show how *manga* flow (e.g., top to bottom, right to left)
4. Analytical Scoring Rubric 1 for script (see Appendix A)
5. Analytical Scoring Rubric 2 for *manga* (see Appendix B)
6. Analytical Scoring Rubric 3 for individual writing (see Appendix C)
7. Students' self- and peer-assessment form (see Appendix D)

¹ The reasons for not allowing the students to use any vocabulary or grammar that was not taught are two-fold: Firstly, this allows a student to practice expressing what they want to say within their proficiency level. Although they may have to talk around it or slightly change its meaning, oftentimes they will be surprised to see how much they can express within their knowledge of grammar and vocabulary. Secondly, by limiting the use of grammar and vocabulary to what has been learned in the courses, other students will be able to read the product without looking at a vocabulary list or grammar note. The instructor may explain and emphasize these points when introducing the project.



Procedures²

1. Divide the class into small groups of two to three students.
2. Each group writes the first draft of a script for their *manga* stories (without pictures) and turns it in.
3. Each group revises the script based on the comments and feedback from the instructor. The instructor scores the scripts using Rubric 1 (see Appendix A).
4. Each group, then, creates the first draft of their *manga* (script and pictures) using *Comic Life* and turns it in.
5. Each group revises their *manga* after reading comments and feedback from the instructor. The instructor rates the *manga* using Rubric 2 (see Appendix B).
6. Each group uploads the PDF file of their *manga* to Blackboard.
7. The students individually read all the *manga* stories created and uploaded to Blackboard by other groups and choose the *manga* (other than theirs) that they like the best.
8. The students individually write a composition in Japanese. The composition should include the following items:
 - How they felt about creating *manga*
 - Write about the *manga* story that they liked the best:
 - (a) Write a summary of the story
 - (b) Why they liked the story the bestThe composition will be scored based on Rubric 3 (see Appendix C).
9. After all the project tasks are over, the students will complete the self- and peer-evaluation form (see Appendix D). The aim of the evaluation is to involve the students in taking more responsibility for their own learning in order to build their awareness and autonomy as learners (see Brown & Hudson, 1998).

Caveats and options

1. This is a three-week long, multi-task project. Therefore, it is advisable to clearly communicate with the students the deadline of each task by giving them a schedule sheet.
2. In order to clearly convey the expectations for each task (writing a script, creating *manga*, and writing an individual composition) and its scoring method, the instructor should give the students each a copy of the scoring rubric ahead of time.
3. Because of the nature of *manga* (e.g., mostly consisting of dialogues), students can get by using only simple sentences. However, since this is a part of the writing project in a language course, the students are expected and encouraged to use rather complex sentences. For this reason, Rubric 1 (Appendix A) assigns more value in the *structure* and

² This procedure is a slightly modified version of the *Comic Life* Project originally developed and presented at the 2008 ACTFL Convention by Professors Hitomi Endo and Naoko Kurokawa in the Department of Asian and Middle Eastern Studies at Duke University.

vocabulary categories than others, and this should be verbally communicated when the rubric is distributed to the students.

4. In the early stages of the project, it is necessary to show examples of good *manga* created by students in the previous years so that the students will know what the instructor expects.³

Contributor

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³ Kimi Kondo-Brown gave me this valuable advice during the NFLRC Japanese Assessment Workshop held at University of Hawai'i at Mānoa on July 10–13, 2012.

Appendix A: Rubric 1—Analytical rubric for beginning-level college Japanese students' writing comic script

	excellent to good		good to average		average to poor		very poor
content	The content is easily converted to <i>manga</i> that is suitable for the language and academic levels of the prospective readers (classmates) throughout.		The content is easily converted to <i>manga</i> that is suitable for the language and academic levels of the prospective readers most of the time.		The content is not quite easily converted to <i>manga</i> that is suitable for the language and academic levels of the prospective readers.		The content is not at all easily converted to <i>manga</i> that is suitable for the language and academic levels of the prospective readers.
score range	6	5	4	3	2		1
organization	Logical and flows smoothly throughout.		Logical and flows smoothly most of the time.		Somewhat illogical and disorganized.		Illogical and does not flow at all or not enough to evaluate.
score range	6	5	4	3	2		1
structure: range and accuracy	A good range of patterns and expressions. No or almost no grammatical errors.		A good range of patterns and expressions. Several grammatical errors.		A limited range of patterns and expressions. Frequent grammatical errors.		Not enough to evaluate.
score range	7	6	5	4	3	2	1
vocabulary: range and accuracy	A good range of vocabulary. Appropriate and accurate vocabulary choices.		A moderate range of vocabulary. A few inaccurate vocabulary choices.		A limited range of vocabulary. Several inaccurate vocabulary choices.		Not enough to evaluate.
score range	7	6	5	4	3	2	1
kana and kanji spelling	Effective use of <i>kana</i> and learned <i>kanji</i> throughout.		Effective use of <i>kana</i> and learned <i>kanji</i> most of the time. Occasional misspelling.		Ineffective use of <i>kana</i> and learned <i>kanji</i> . Frequent misspelling.		Not enough to evaluate.
score range	6	5	4	3	2		1
creativity	The story offers many unique/ creative ideas and/or perspectives that enhance the overall plotline.		The story offers some unique/ creative ideas and/or perspectives that enhance the overall plotline.		The story offers very few unique/ creative ideas and/or perspectives.		The story offers no unique/creative ideas and/or perspectives.
score range	6	5	4	3	2		1

script total: ___/38

Source: Adapted with permission from Kondo-Brown (2012, pp. 184)

Appendix B: Rubric 2–Analytical rubric for beginning-level college Japanese students’ creating *manga*

	excellent to good	good to average	average to poor	very poor
score range	4	3	2	1
organization (overall)	All elements are clearly organized so that the <i>manga</i> flows smoothly and makes it easy for the reader to follow the plotline throughout.	Most elements are clearly organized so that the <i>manga</i> flows smoothly and makes it easy for the reader to follow the plotline most of the time.	Some elements are organized, but some lack of organization makes it difficult for the reader to follow the plotline from time to time.	poorly organized, which makes it difficult for the reader to follow the plotline most of the time.
organization (visual and text)	Visual and text elements are organized clearly throughout. The reader can always recognize which character is speaking what line.	Visual and text elements are organized clearly most of the time. The reader can recognize which character is speaking what line most of the time.	Visual and text elements are somewhat organized. It is difficult for the reader to recognize which character is speaking what line from time to time.	Visual and text elements are not organized. It is difficult for the reader to recognize which character is speaking what line.
effectiveness of drawn or chosen visual elements	Drawn or chosen visual elements (drawings or photos) are effectively used throughout to create a distinct atmosphere or tone in the story.	Drawn or chosen visual elements are effectively used most of the time to create an atmosphere or tone in the story.	An attempt was made to effectively use drawn or chosen visual elements to create an atmosphere or tone in the story but it needed more work.	Little or no attempt to effectively use drawn or chosen visual elements to create an appropriate atmosphere or tone in the story.

total: ____/12

group project (script and *manga*) total: ____/50



Appendix C: Rubric 3—Analytical rubric for beginning-level college Japanese students' writing

score range	excellent to good	good to average	average to poor	very poor
	4	3	2	1
content	Fully addresses all elements of the assignment.	Omits one element of the assignment.	Omits more than one element of the assignment.	Does not correspond to the assignment.
organization	Logical and flows smoothly throughout.	Logical and flows smoothly most of the time.	Somewhat illogical and disorganized.	Does not communicate. No organization or not enough to evaluate.
structure: range and accuracy	A good range of patterns and expressions. No or almost no grammatical errors.	A good range of patterns and expressions. Several grammatical errors.	A limited range of patterns and expressions. Frequent grammatical errors.	Virtually no mastery of sentence construction rules. Does not communicate or not enough to evaluate.
vocabulary: range and accuracy	A good range of vocabulary. Appropriate and accurate vocabulary choices.	A moderate range of vocabulary. A few inaccurate vocabulary choices.	A limited range of vocabulary. Several inaccurate vocabulary choices.	Little knowledge of Japanese vocabulary, idioms, word forms, or not enough examples to evaluate.
kana, kanji, and other mechanics	<i>Kana</i> and <i>kanji</i> are well-formed and used appropriately. Few errors of spelling, punctuation, paragraphing.	Occasional errors in the use of <i>kana</i> and <i>kanji</i> . Occasional errors of spelling, punctuation, paragraphing but meaning not obscured. Occasional use of English.	Infrequent or no use of <i>kanji</i> . Frequent errors of spelling, punctuation, paragraphing. Poor handwriting. Meaning confused or obscured. Frequent use of English.	No mastery of <i>kana</i> . Dominated by errors of spelling, punctuation, paragraphing. Handwriting illegible or not enough to evaluate.

total: ____/20

Source: Adapted with permission from Kondo-Brown (2012, p. 184)

Appendix D: Self- and peer-evaluation form for beginning-level college Japanese students' Comic Life project

Your manga

Please evaluate your group's *manga*.

- Organization: We created *manga* that is easy to read and flows logically and smoothly.
could be better 1 2 3 4 5 very satisfactory
- Structure: We utilized a good range of grammatical structures accurately.
could be better 1 2 3 4 5 very satisfactory
- Vocabulary: We utilized a good range of vocabulary appropriately and accurately.
could be better 1 2 3 4 5 very satisfactory
- Images: We used/created images effectively. The story is told with exactly the right amount of detail throughout.
could be better 1 2 3 4 5 very satisfactory
- Kana* and *kanji*: We used *kana* and *kanji* accurately and effectively.
could be better 1 2 3 4 5 very satisfactory



6. Creativity: We created a story with many creative ideas and perspectives that enhanced the overall plotline.

could be better 1 2 3 4 5 very satisfactory

Source: Created with reference to Kondo-Brown (2012, pp. 184, 196–197).

Peer Evaluation

Please evaluate the contributions you and your partner have made in completing the group project using a four-point scale, with 1 being poor and 4 being excellent.

category	my contribution				Partner 1's contribution				Partner 2's contribution			
providing ideas/ brainstorming	1	2	3	4	1	2	3	4	1	2	3	4
writing a script	1	2	3	4	1	2	3	4	1	2	3	4
revising a script	1	2	3	4	1	2	3	4	1	2	3	4
creating/finding visuals	1	2	3	4	1	2	3	4	1	2	3	4
putting script and visuals together	1	2	3	4	1	2	3	4	1	2	3	4
revising <i>manga</i>	1	2	3	4	1	2	3	4	1	2	3	4
uploading to blackboard	1	2	3	4	1	2	3	4	1	2	3	4
maintaining group unity/harmony	1	2	3	4	1	2	3	4	1	2	3	4

Individual Writing

Please evaluate your individual writing.

1. Content: I addressed all the required elements.

could be better 1 2 3 4 5 very satisfactory

2. Organization: I wrote a composition that flows logically and smoothly with appropriate introduction and conclusion.

could be better 1 2 3 4 5 very satisfactory

3. Structure: I utilized a good range of grammatical structures accurately.

could be better 1 2 3 4 5 very satisfactory

4. Vocabulary: I utilized a good range of vocabulary appropriately and accurately.

could be better 1 2 3 4 5 very satisfactory

5. *Kana* and *kanji*: I used *kana* and *kanji* accurately and effectively.

could be better 1 2 3 4 5 very satisfactory

Source: Created with reference to Kondo-Brown (2012, pp. 184, 196–197).



Incorporating Self-Assessment Sheets into Intermediate Japanese Four-Skill Projects

Naoko Nemoto
Mount Holyoke College

Background

One of the highlights of my fourth-semester Japanese language course (second year Japanese II) at Mount Holyoke College (MHC) is a four-skill project that involves reading, writing, listening, and speaking. The four-skill project assignment has two major goals. The first goal is having the students experience using Japanese for reasons other than specifically learning the language with a focus instead on exploring a topic that they are interested in by reading Japanese written sources and discussing the topic with Japanese speakers. It is ideal if they can find a topic that is related to their academic interests and/or a topic that they are learning in other courses that they are taking. The second goal is to provide strong awareness of the differences between the spoken forms and the written forms of the Japanese language. Furthermore, this kind of four-skills project complements the current test-based assessment since “[test-based] assessment often fails to recognize learners’ overall performance in language use as well as the student-directed learning process” (Fukai, Nazikian, & Sato, 2008, p. 393).

The project includes the following activities: (a) choose at least one Japanese written article on the topic that the students have chosen, read it, and talk about the content with classmates (reading and speaking skills); (b) write a letter to native speakers of Japanese to introduce themselves and the topic that they are going to discuss with the native speakers (writing skills); (c) discuss the topic of their choice with native speakers of Japanese (speaking and listening skills), or optionally conduct a written questionnaire survey with the native speakers (writing and reading skills); and (d) present what they find from the above activities in oral presentations in class and written reports (speaking, listening, and writing skills). The

Nemoto, N. (2013). Incorporating self-assessment sheets into intermediate Japanese four-skill projects. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 103–110). Honolulu: University of Hawai‘i, National Foreign Language Resource Center.

interview/discussion activities take place right after the spring break (mid-March) when a group of college students from Japan visits MHC.

This project is quite different from the other class assignments; hence, it presents different kinds of difficulties for the students. For example, the project has many steps/layers and takes several weeks to complete, while the students typically finish their other assignments within a few days. The project starts in the middle of February (Weeks 3 and 4) with the choosing of a topic and ends in the beginning of April (Weeks 10 and 11) with submission of the final written report. The students are required to do the activities that are described above in (a) to (d) step by step while they are also conducting other learning activities for this class, such as weekly quizzes, mid-term exam, etc. In addition, learners' motivation, knowledge about the world, research skills, communication skills, etc., which they do not directly learn in the Japanese language class, affect this kind of activity more directly than language quizzes and tests. It appears to me that some students, even very good language learners, are not able to select a good topic because they cannot appreciate at that point what they will have to do for the project in the middle of February. As a result, they sometimes fail to conduct lively and meaningful interviews with the native speakers of Japanese and fail to write an interesting report. The self-assessment sheets that I am proposing here are intended to provide the students with an opportunity to better plan their projects. In addition, they would help with developing learner autonomy, which is crucial for those who aim for a higher level of proficiency.

As for grading, the entire project is worth 20% of the final course grade. The expected outcomes from the project include a letter for the visitors, a list of interview questions, an oral presentation, and a final report. The oral presentation and final report will be evaluated with analytic scoring rubrics that are also created by the instructor. The other outcomes and self-assessment sheets count toward grading as "participation" in the project.

Levels

Any level capable of conducting multi-task project assignments

Aims

In order to clarify the tasks at each step of the project and to give them a chance to reflect and make adjustments, if any, prior to starting the next step, I propose to incorporate student self-assessment at every major step of the project. Kondo-Brown (2012, p. 66) argues that the use of self-assessment sheets can clearly inform learners of what the teacher expects and encourage learners to put more effort into achieving the teacher's expectations.

By incorporating self-assessment, I expect to enhance the learners' awareness of the following points:

1. Choosing an appropriate topic for an entire project (e.g., whether they have or will be able to acquire enough background knowledge on the topic to carry out a multiple-layered project)
2. Choosing an appropriate topic for discussion with Japanese people (e.g., whether they know what taboos exist in Japan and what Japanese people are willing to talk about)
3. Understanding pragmatic factors in conversations (e.g., manners, *aizuchi*, roll-taking, etc. when learners talk to native speakers)

Preparation time

It takes approximately 20 to 30 minutes to prepare a self-assessment sheet for each step. After creating self-assessment sheets in English, up-load (or copy) the sheets so that the students have access to them.

Assessment time

Self-assessments will be part of students' project homework assignments. If needed, the instructor and learners can hold a conference to discuss the results of assessments either inside or outside of class time.

Resources

1. Self-assessment sheet 1: Selecting topic (see Appendix A)¹
2. Self-assessment sheet 2: Reading (see Appendix B)
3. Self-assessment sheet 3: Preparing questions (see Appendix C)
4. Self-assessment sheet 4: Interview (see Appendix D)
[There are two occasions to meet the guests from Japan for our students within one week. This sheet should be filled-in after the first day of the two. This sheet can be also used after practice-runs with classmates.]
5. Self-assessment sheet 5: Class presentation (see Appendix E)
6. Self-assessment sheet 6: Final paper draft (see Appendix F)

Procedures and Feedback

1. The students fill-in the self-assessment sheet at each step and submit.
2. The instructor reads them and gives feedback.
3. The students make adjustments according to their own assessments and the feedback that they received.
4. The students are expected to submit the self-assessment sheet with their assignments. It is important that they have a chance to resubmit some of their project assignments based

¹ I created these sheets adapting the ideas from Kondo-Brown's (2012, pp. 196–201) self-assessment sheet samples as well as the assessment rubrics from Brown (2012a) and Kondo-Brown (2012).

upon their own assessments and the instructor's feedback. For example, the students are encouraged to change the topic of the project if their assessments on it are not satisfactory.

Caveats and options

1. As noted in Brown (2012b), the disadvantage of learner-centered assessments such as self-assessment is that scoring is subjective. It is recommended that learner-centered assessments be used together with objective assessment instruments such as traditional tests, in cases where the instructor is responsible for students' academic grades.
2. Peer-assessments can also be incorporated by having classmates and interviewees to assess the learners' work.
3. Self-assessment sheets can be used with learners' portfolios.

Contributor

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Appendix A: Self-assessment sheet 1 (topic)

name _____ date _____

topic chosen _____

1. I spent enough time considering whether this is an appropriate topic for the project that includes discussion with the guests from Japan. (circle one number)

not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

2. I have enough background knowledge and interest to understand the article(s) that I have chosen and to hold the discussion on this topic with the guests from Japan.

not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

3. I think that this is an appropriate topic to discuss with Japanese college students (e.g., the topic is not taboo or too personal).

could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

4. I think that this topic will stimulate conversation with Japanese college students (e.g., I have a number of questions that I want to ask them).

not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

5. Any changes/additions that you want to make for the final report? (If any, please use a separate sheet of paper)

comments from instructor _____

Appendix B: Self-assessment sheet 2 (reading)

name _____ date _____

article(s) that I read _____

1. I read the articles on a similar topic in the other language(s) that I can read. (circle one number)

none at all 1 2 3 4 5 many

Explain your rating. _____

2. I understand the main ideas of the Japanese article(s) that I read.

not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

3. I was able to utilize my knowledge of the content, knowledge of vocabulary, *kanji*, grammar, and dictionary skills to read the article(s).

not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

4. The article(s) that I chose provided me with interesting perspectives that I was able to discuss with the guests from Japan.

could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

5. I chose appropriate article(s) for my project.

could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

Any changes/additions that you want to make now? (If any, please use a separate sheet of paper.)

comments from instructor _____

Appendix C: Self-assessment sheet 3 (creating interview questions)

name _____ date _____

1. I have clear ideas of what I want to investigate by conducting interviews. (circle one number)

could be better 1 2 3 4 5 very satisfactory

Explain your rating _____

2. My questions are clearly related to the main theme of the project.

not at all 1 2 3 4 5 very satisfactory

Explain your rating _____

3. My questions are ordered/organized well.

could be better 1 2 3 4 5 very satisfactory

Explain your rating _____

4. My questions are easy to understand for Japanese speakers.

could be better 1 2 3 4 5 very satisfactory

Explain your rating _____

5. I have enough questions to maintain a 15–20 minute conversation.

not at all 1 2 3 4 5 very satisfactory

Explain your rating _____

Any changes/additions that you want to make for the final report? (If any, please use a separate sheet of paper)

comments from instructor _____

Appendix D: Self-assessment sheet 4 (interviews)

name _____ date _____

1. The content of my questions was appropriate for the guests. (circle one number)
could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

2. The guests understood my questions clearly.
not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

3. I used *aizuchi* and other signs (facial expressions and gestures) effectively and had smooth turn taking.
could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

4. I was able to gather relevant data for my project through the interviews.
not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

5. My manners were appropriate and I had lively and fun conversations with the guests.
could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

Any changes/additions that you want to make for the final report? (If any, please use a separate sheet of paper)

comments from instructor _____

Appendix E: Self-assessment sheet 5 (class presentation)

name _____ date _____

1. I gathered sufficient information on the topic for this presentation. (circle one number)
could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

2. My presentation was well-organized and easy to follow.
could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

3. The Japanese I used in my slides and speech was appropriate and effective.
could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

4. I had good rapport with the listeners.
could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

5. I provided valuable information for the listeners through my presentation.

could be better 1 2 3 4 5 very satisfactory

Explain your rating _____

Any changes/additions that you want to make for the final report? (If any, please use a separate sheet of paper)

comments from instructor _____

Appendix F: Self-assessment sheet 6 (final written report–draft)

name _____ date _____

1. I gathered enough information to write a meaningful report. (circle one number)

could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

2. The information that I presented in this report was clearly related to the main theme of the report.

could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

3. The information was presented in a well-organized manner.

could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

4. The choice of words and the style of sentences were suitable for a written report.

not at all 1 2 3 4 5 very satisfactory

Explain your rating. _____

5. There were no major mistakes in spelling, the use of *kanji*, and grammar that could trigger misunderstanding of the report.

could be better 1 2 3 4 5 very satisfactory

Explain your rating. _____

Any changes/additions that you want to make for the final report? (If any, please use a separate sheet of paper)

comments from instructor _____

Japanese Cultural Perspective Test

Koji Tanno

Arizona State University

Background

Cross-cultural understanding is the fifth pillar of foreign language teaching (National Standards in Foreign Language Learning Project, 1999). To be successful in the present global economy, students need to understand cross-cultural differences and have the ability to manage such differences in communication. Nevertheless, foreign language teachers and scholars are in disagreement on what constitutes cross-cultural understanding, not to mention what type of assessment tool should be used (Lessard-Clouston, 1992; Schulz, 2007; Sinicrope et al., 2007). Language teachers have few resources available when they attempt to assess students' cultural understanding.

The National Standards by the American Council on the Teaching of Foreign Languages (ACTFL) specify product, practice, and perspective as essential components of cultural understanding. Although all three aspects and other additional aspects of cultural understanding—such as cultural awareness, cultural knowledge, performing ability, and disposition—are equally important, the assessment tool provided here narrowed its focus to assessing students' ability to understand cultural perspectives, which the national standards specify as the underlying beliefs, attitudes, and values that gave rise to cultural products or practices.

A written test was developed to assess students' understanding of how practices of Japanese culture relate to Japanese perspectives. In particular, language-related practice was chosen, since this is one item that language teachers would agree to include in their courses and the program curriculum.

Tanno, K. (2013). Japanese cultural perspective test. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 111–117). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Levels

All levels including students who have just entered the program and who are graduating

Aims

To assess the degree to which students have achieved the understanding of Japanese cultural perspectives. More specifically, the test aims to assess how students relate cultural practices to cultural perspectives (the student's ability to explain cultural practices with cultural perspectives)

Assessment time

15 minutes per student

Preparation time

5 minutes to make copies

Resources

1. Test (see Appendix A)
2. Sample Answers (see Appendix B)
3. Scoring Rubric (see Appendix C)

Procedures

1. Let the student take the test.
2. The teacher rates the student's answers using the scoring rubric.

Feedback and scoring

The teacher grades the test using the scoring rubric provided in Appendix B and gives a feedback copy of the scoring rubric to the student.

Caveats and options

1. The answers should be succinct and do not require a long argument. The teacher should stress that each answer should not extend beyond two sentences. The students should know what type of answer is expected by looking at the example in Appendix A.
2. The test is designed to assess students' ability to connect cultural practices to cultural perspectives. Other aspects of cultural knowledge and understanding are not targeted.

3. This test is only to assess the student's ability to explain certain Japanese behaviors in terms of cultural concepts and values. The test is not designed to be used for a course grade.
4. Although sample answers are provided in Appendix B, this does not mean that other answers are excluded. Since a range of answers come up even among native speakers, the person who assesses the student's answers should carefully consider each answer's reasonableness. The most important aspect of the test is if the student has attempted to explain the behavior with values or ideas that are commonly held in Japan, instead of with personal reasons.

Contributor

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References and further reading

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Appendix A: Japanese cultural perspective test

Please answer each of the questions below using English. An example of an appropriate answer is provided below.

Example question:

An American biology graduate student met with her academic adviser, Michael Anderson. At the end of the meeting, the professor told her to call him Mike. Briefly explain (no more than two sentences), the *underlying cultural values* that led the professor to behave in this way.

Example answer:

American culture highly regards casual, frank relationships and considers that unequal status relationships associated with address terms such as Professor Anderson will put some distance between the addressee and that this might hinder good communication.

Question 1:

An American went to a hot-spring resort by his Japanese friend's car. He paid the cost of his stay, but when he tried to pay for the gas and highway fees, his friend said in Japanese, “たいしたこともなかったら、だいじょうぶ [It's okay because it did not cost much].” So, he simply thanked his friend. Later, however, he noticed that his Japanese friend seems to be a little upset about the payment. Why did the Japanese person say, “It's okay?” Briefly explain (no more than two sentences) *the underlying cultural values* that led to this behavior.

Question 2:

A Japanese friend has just started to host an exchange student and told you how much she enjoys having her first American student, Mike, at her place. She, however, complained about Mike's parents, saying they often called and asked for him but never thanked her. Why did she complain? Briefly explain (no more than two sentences) *the underlying cultural values* that caused the Japanese person to behave in this way.

Question 3:

An American exchange student decided to do home stay with a Japanese family for one year. His host family was very friendly and took really good care of him. They made wonderful memories together. When he left Japan, his host family came to the airport to say goodbye, but somehow they did not say much except “じゃあ、また [see you, again]” in Japanese at the end. Briefly explain (no more than two sentences) *the underlying cultural values* that caused them to behave in this way.

Question 4:

An American woman told her Japanese colleague that his wife looks very smart and pretty, looking at his family pictures. He, then, told her in Japanese, “そんなことないんですよ。この写真ではそう見えるだけで…本当は、二人でいるときは、いつもうるさくて…[No, it is just how she looks in these pictures. When other people are not around, she constantly nags at me].” Briefly explain (no more than two sentences) *the underlying cultural values* that caused him to respond in this way.

Appendix B: Sample answers**Sample answers to question 1**

Successful at explaining the observed behavior with cultural perspectives

- *Japanese people tend not to accept an offer at first and wait to receive the offer again. “No” does not mean “no” in this kind of situation, and this Japanese person expected to hear the offer again.*
- *There is an expectation that the guest should at least show a desire to pay for the shared cost (such as fuel) as a token of courtesy, even if the host knows that he will not accept it. In this case, the guest is not eager enough to pay and comes off as selfish.*
- *In Japanese culture, it is considered rude to simply accept a gift from another person. Usually one shows hesitance in accepting something.*

Partially successful at explaining the observed behavior with cultural perspectives

- *The Japanese person said “it’s okay” out of respect and politeness, but he still expected the American to pay.*
- *He said okay because Japanese people believe in being very polite. His Japanese friend probably felt that if he made him pay, then it would be very impolite.*

Unsuccessful at explaining the observed behavior with cultural perspectives

- *Japanese people say “okay” even though they don’t think it is okay.*
- *The Japanese person said it because he did not want to seem greedy.*

Sample answers to question 2

Successful at explaining the observed behavior with cultural perspectives

- *In Japanese culture, when someone from your “in-group” is currently “being a burden” or “causing inconvenience” (whether perceived or actual) to someone from the “out-group,” it is customary to express gratitude or even apologize on their behalf. In the case above, the Japanese friend most likely expected Mike’s parents to verbally thank her for being a host to Mike (or apologize for all the “trouble Mike must be causing her”), especially since the communication is limited to phone conversations and the two parties are completely unfamiliar with each other.*
- *Japanese society takes obligation into account far more than American society. If she has allowed Mike partial-entry into her family, and feels obligated to look out for him, it would be rude for his parents to not acknowledge this.*
- *In Japan, each member of a group (family, company, etc.) is expected to share the same appreciation and guilt. So, even if the parents are not directly indebted to the host family, they are expected to thank the host family for taking care of their son.*
- *In Japan, college students are still considered dependent and their parents are responsible for them. So it is expected for parents to thank people who take care of their children.*

Partially successful at explaining the observed behavior with cultural perspectives

- *She complained because it is proper to call and thank the person that is taking care of their child and housing them even if they do not directly know them.*
- *To be hosting another family’s son takes some hardship, and a thank you is a given when such a favor is being done.*

Unsuccessful at explaining the observed behavior with cultural perspectives

- *Japanese are accustomed to the often “overly” polite behavior of others, while Americans are much more blunt by comparison.*
- *Japanese people are very polite. Japanese people are especially polite on the phone compared to Americans.*
- *In phone calls, if you want to ask the other side to give the phone to another person, you should say thank you for switching the phone.*

Sample answers to question 3

Successful at explaining the observed behavior with cultural perspectives

- *The American exchange student expected his host family to be more emotionally expressive (both verbally and non-verbally), especially in such an emotionally charged situation as “saying farewell.” As Japanese personal interactions rely less on verbal communication, the exchange student might have perceived his host family’s behavior to be emotionally distant.*
- *The Japanese culture values the mutual understanding of emotions without overt verbal/body expressions. For Japanese people like the host family, they express their love by doing things, such as taking good care of the American student and seeing him off at the airport, instead of giving warm words or hugs.*
- *In Japan, explicitly expressing tender emotions in public is considered a taboo.*

Partially successful at explaining the observed behavior with cultural perspectives

- *Americans are much more emotional and physical. Japanese tend to hide that stuff.*
- *Japanese people don’t view extreme displays of emotion as an endearing thing like Americans do.*
- *They didn’t want to show their sadness in public.*
- *They did not want to cause a big scene like Americans do.*

Unsuccessful at explaining the observed behavior with cultural perspectives

- *In Japanese culture, people don’t like to say goodbye to close friends or family.*
- *Because saying “Goodbye” is too final.*
- *They expect that they will see the student again so it’s not as if it is a sad departure.*
- *In Japanese culture, a long goodbye is not needed. When they said “see you, again” it meant they expect to see him again.*

Sample answers to question 4

Successful at explaining the observed behavior with cultural perspectives

- *In Japanese culture, if a person from an out-group compliments you or someone from your in-group (even a superior), it is customary to respond to the compliment with a self-effacing, or even denigrating statement about yourself or the complimented person to offset the compliment in order to show humility.*
- *In Japan, expressing affection or a high regard towards one’s in-group in the presence of out-group members is considered a taboo.*
- *When Japanese people receive compliments, they usually say something negative back. This is how they act humble to others.*

Partially successful at explaining the observed behavior with cultural perspectives

- *The Japanese are modest people. They will never show that they are better than anyone, nothing is “good enough,” and nothing will ever be “delicious,” even though it’s all great.*
- *He doesn’t want to appear to be bragging.*

Unsuccessful at explaining the observed behavior with cultural perspectives

- *Women are assumed to be loud by Japanese people.*
- *He responded this way because he wanted to be honest and honesty is important in Japanese culture.*
- *“Pretty” in the Japanese culture reflects not just the outside but the inside as well.*

Appendix C: Scoring rubric for Japanese cultural perspective test

student name _____ total score _____ /100

	Q1	Q2	Q3	Q4
excellent understanding (25 points) Successful at explaining the observed behavior with cultural perspectives.	25	25	25	25
good understanding (20 points) Partially successful at explaining the observed behavior with cultural perspectives.	20	20	20	20
unsatisfactory understanding (15 points) Unsuccessful at explaining the observed behavior with cultural perspectives.	15	15	15	15
No attempt was made at explaining the observed behavior with cultural perspectives.	0	0	0	0

Assessment for Service-Learning in Japanese

Mayumi Hirata

Hawai'i Pacific University

Background

Students who have studied Japanese language beyond the beginning levels usually want to go to Japan or work with Japanese people using the language they have learned. I have reviewed students' end-of-course surveys and they have often commented about their language skills and abilities in terms of whether they are capable of working in a Japanese company or living in Japan. They have also mentioned that the Japanese language curriculum should include opportunities for students to work at local companies or organizations where they could use their language skills in real situations. Nowadays, many colleges have internship programs; however, our foreign language program does not have a major at Hawai'i Pacific University (HPU), therefore the study abroad program is the only opportunity that students have to experience real-life language use situations if they have studied the Japanese language.

Study abroad is a great opportunity for students to experience using their language skills and culture knowledge, but it is sometimes not easy for students to participate physically and financially. So I looked into a service-learning opportunity at local community and organization where students could participate and offer services while learning the language. The service – learning was a part of the course project in the intermediate and advanced levels. Students participated in the activities in addition to the regular class schedules (see Appendix F for sample course syllabus). Since Hawai'i has many Japanese in the community, I was able to easily find sites where students could serve (e.g., at the airport, tourist information center, schools, a church, a temple, a child daycare center, and a senior citizen daycare center, etc.)

Selection of the site for service-learning has to be done carefully because of various rules and liabilities, and because they need to be close to campus. Most of the students have to attend other classes before and after their service, so I decided to send my students to the

Hirata, M. (2013). Assessment for service-learning in Japanese. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 118–135). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

nearest senior daycare center, where students are required to use their Japanese language skills with clients. After their service, students wrote reflection journals in Japanese. They also recorded new learning such as vocabulary, occupational terms and phrases they encountered at the site. Students were also involved in planning and presenting various activities at the service center, and they sometimes rehearsed prior to the service day. Each student created a service-learning portfolio. The portfolio could contain a variety of student reflections such as weekly journals, activity plans, time logs, and comments from site supervisor and clients, and anything that showed evidence of progress in their language skill development. Reflection allows each student to express their inner growth as well as to enhance their creative thinking and communication skills (Eyler, Giles, & Schmiede, 1996). It also develops critical thinking and problem solving skills when students need to change plans or when things do not work out the way they were planned. (Watters & Ford, 1995). According to these researchers, students could learn totally different aspects of service-learning when they wrote reflections on what they had learned. The experience as a whole is very important; however, when students experience a difficulty at a site and learn how to improve the situation, the service-learning becomes a more valuable education tool. And importantly, their portfolios can bear testimony and provide evidence of their learning and hard work. Clearly, reflection is one of the most valuable assessment tools for the service-learning part of any language course.

According to the website of the University of Minnesota, Community Service-Learning Center (at <http://www.servicelearning.umn.edu/info/benefits.html>), the benefits for service-learning are that the students will be able to:

- Increase the understanding of the class topic and subject matter
- Gains hands-on experience (possible leading to an internship or job later)
- Explore or cement the values and beliefs
- Develop critical thinking and problem-solving skills
- Grow the understanding of diverse cultures and communities
- Improve ability to handle ambiguity and be open to change; become more flexible
- Develop or enhance skills in communication, collaboration, and leadership
- Test own skills, interests, and values in a potential career path, or learn more about a field
- Connect with professionals and community members
- Grow a professional network of people for the future jobs or internships

Readers interested in further information about service-learning should also see http://www.sandiego.edu/csl/course_based/pedagogy.php.

Levels

Any level can participate. However, Intermediate or higher is recommended due to the language skills.

Aims

Service-learning will enhance academic and diversity in the language learning. It also contributes student's development of civic involvement, responsibilities, and cultural understanding in the society. More specifically the aims are to assess student abilities to:

1. Communicate in Japanese while working with clients
2. Explain activities and demonstrate them to the clients in Japanese
3. Use reading and writing skills when planning and making informational flyers
4. Understand and support Japanese cultural events when they occur
5. Express and write about learning experiences in journals and compositions in Japanese
6. Create a service-learning portfolio for the service project

Assessment time

1. 30 minutes as a class/group for weekly assessments (pre-service, during service, and after service)
2. 5–10 minutes per student for follow-up, monitoring the service-learning activity and feedback to weekly online journals

Preparation time

30 minutes to confirm the schedule and check the up-coming activity plans, assisting and organizing the materials for the group.

Resources

1. Service- learning program checklist (see Appendix A)
2. Pre-service-learning guidelines at http://www.sandiego.edu/csl/course_based/pedagogy.php
3. Questions for service-learning reflective journal writing (for sample reflection questions, see <http://www.servicelearning.umn.edu/info/reflection.html>)
4. Performance grid for service-learning in Japanese, rubric (see Appendix B)
5. Ideas for reflection activities (for ideas for reflection activities, see <http://www.servicelearning.umn.edu/info/reflection.html>)
6. Service-learning time log (see Appendix C)
7. Reflection map (see Appendix D)
8. Service-learning assessment in Japanese language questionnaire (see Appendix E)
9. Course syllabus (Sample for intermediate/advanced course; see Appendix F)
10. Service-learning activity feedback observation checklist (see Appendix G)
11. Service-learning portfolio checklist (see Appendix H)

Procedures

1. Before the program, following the Service-learning program checklist (see Appendix A), check to see if all of the key steps have been considered for each stage, i.e., before, during, and after service-learning
2. Give the students an orientation about the service-learning components and also give guidance on the dos and don'ts (see guidelines at <http://www.ncc.commnet.edu/dept/servicelearning/pdf/Guidelines.pdf>).
3. In the service-learning orientation, explain to the students how to keep the journal and what they should be looking for in their reflections by using a rubric created with and by the participating students (for example, see the sample performance grid in Appendix B). Instructor could set criteria or make a rubric with their students with guidance. When students are involved they will know what to focus on in the service-learning project. Gregory (1997) suggests following “the four-step process for setting criteria with students” (pp.7–14):
 - Brainstorm ideas, main features, and learning outcomes of the service-learning project.
 - Sort and categorize each idea listed into different categories; e.g., for language learning purposes (L), for cultural learning (C) and for service to the community (S).
 - Draw a chart with the criteria and details of specific criteria that they will work toward to reach the goal.
 - Reviewing, revising, and refining the criteria is an ongoing process. When the entire group has improved a certain skill, the criteria should change accordingly.
4. During the service-learning program, provide various reflection activities to students (for ideas for reflection activities, see <http://www.servicelearning.umn.edu/info/reflection.html>).
5. During the service-learning program, students should keep track of their own time using the time log sheet (see Appendix C). Record the in and out times and total hours of service at the site and have a paper signed by a site supervisor each time a student participates.
6. Eyler's (2001) reflection map (see example in Appendix D) may come in handy for planning and incorporating reflection activities into the different stages of service-learning program.
7. During the service-learning program, continue monitoring the students' service work and give each student feedback on their reflective writing in a timely manner.
8. At the end of the service-learning program, each student should fill out an Service-Learning assessment in Japanese language questionnaire (see Appendix E), which can then serve as part of the evaluation of their success.

Feedback and scoring

1. The students and instructor should create a performance grid together in the beginning of the service-learning program. As the students proceed through the program, those criteria may change. Students should do a self-check each week as they reflect on their service-learning activity. They should often review the criteria as they participate in the service-learning project and worked to improve each criterion. After learning a new skill, students

may be able to add new criteria and remove the accomplished ones. (When criteria are revised, make sure to record the revision date).

2. Service-learning portfolio contents and scoring should be discussed with the students as they prepare their Portfolio. This may include content such as weekly reflections, an activity plan, a service-learning flyer, a work log, photos, and samples of craftwork activities.
3. After the service-learning activity is finished, students should meet with the site supervisor and receive comments. Students should also meet with their instructor and discuss the service accomplishment and receive feedback. Since the main purpose of the service-learning activity is Japanese language skill, students' language skills should be checked more carefully. The instructor's feedback should also be focused on language skills, including how well students could perform the service using their skills. When activities do not go well and students have to speak more English during their service, the students should discuss the activity and think about how to solve the problem next time.
4. During the service-learning, the instructor should use an observation checklist (See Appendix G) at the site to check students' performance. After the activity, the instructor should meet with students and give them feedback. This feedback does not give the student a grade but it should show how well each student is progressing, and serve as more constructive feedback (Kondo-Brown, 2012) .
5. After the service-learning project has started, students should meet the instructor at some time during the project (including at the end of project with their portfolio) and share what they have experienced and learned through the project. The instructor may conduct these meetings in Japanese depending on the level of the students and their progress (see Appendix H) .

Caveats and options

1. You should feel free to give feedback on the students' reflective writing. Questions given to the students should be used to encourage them to answer with their own thoughts and feelings about the service-learning project. However, they shouldn't have to address all of the questions. Try selecting which ones you think they should answer each week throughout the service project.
2. Service-learning activities are examples of project- and performance-based learning. Many times, students' satisfaction is more important and valuable than any grade others could give them. The most important aspect of this type of assessment is that students can clearly identify and notice the ranges of possible performance in different criteria. In fact, they may be able to do well on some skills, but not in others. By using this assessment tool, the students and instructor can see their strengths and weaknesses as they proceed.
3. Examples of their work/activities can be displayed in the class for others to see.
4. Consider having students make a video for presentation as a team.

Contributor

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Appendix A: Service- learning program checklist for teachers (pre service-learning material)

stage	step	procedures	✓
before service-learning	brainstorm	Look at own community to find out what is needed and where Japanese language is frequently used.	
		Ask students how they could serve community partners, or organizations as Japanese language students.	
		Find whether community partners and organizations allow students to do community service with Japanese language learning purpose. Use local media or contact Japanese consulate for list of Japanese society or organization.	
	focus	Gather and sort information. Check organization for purpose, mission, content, quality, servicing scale, location, safety, etc.	
		Narrow down to 1–2 if there were several choices. Go visit the site of each organization and meet the supervisors to finalize.	
during service-learning	implement	When site is decided, have students meet the supervisor and discuss about the service activity plan.	
		Once service activity plan is developed, start working at the site.	
	reflection	Students write weekly journals and read about the articles and stories related to the service work.	
Students focus on what they have accomplished and think about the impact on organization they have served.			
after service- learning	reflection	Students create portfolio to show how they have improved and progressed in the language learning purpose.	
		Students present to the class/school and organization what they have learned in service-learning.	
	evaluation	Students, instructor, community partner or organization who was served examine the service-learning (SL) project; planning, procedures, and results and accomplishments.	
		All involved give comments and suggestions for future SL program improvement. Provide recognition for services rendered.	

Source: This checklist is based on information from the Augsburg College service-learning website at <http://inside.augsburg.edu/edstudents/service-learning/>.

Appendix B: Performance grid for service-learning in Japanese (self-check sheet)

Please submit this sheet with your weekly journal or reflection writing.

SL Activities	3–most confident	2–feel more confident	1–not so confident yet
getting along with clients	Enjoyed working and understand fully what they said in Japanese.	Enjoyed working but sometimes didn't understand what they said in Japanese.	Liked working but felt hesitation and often didn't understand what they said in Japanese.
helping & attending clients	Took initiative and explained how to do things.	Wanted to help more but sometimes it was not easy to explain.	Thought about it but could not say much what to do.
finishing the planned activities	Completed all activities on time and thoroughly.	Most activities got done but had to rush partly.	Needed more time to finish activities.
expressing proper attitude & politeness	Polite and courteous all the time.	Polite and courteous most of the time.	Not rude but sometimes casual and relaxed.
learning new things	Always ready to experience new things.	Seemed difficult but gave a try.	Too difficult to make a change.
effort in communication in Japanese language	Spoke Japanese (the target language) 100% of the time and was able to communicate well with clients.	Spoke Japanese most of the time and was able to communicate adequately with clients.	Spoke Japanese as much as possible but could not communicate well and had to speak English more often.

week# _____ student name _____

- Needed any help? Yes / No
- Requested meeting with supervisor: yes / no meeting on _____
- Requested meeting with instructor: yes / no meeting on _____

comments/questions _____

Source: This self-check sheet is based on information from the Ohio State University service-learning website at <http://service-learning.osu.edu>.

Appendix C: Service-learning time log

course# _____ faculty name _____
 service site _____ site supervisor _____
 student name _____ email _____

date	description of service activities	time in	time out	hours	authorized site signature
2/11/12	(ex) Meeting with supervisor. Planning/preparation for #1 service day.	2:30pm	3:30pm	1 hr	[xxx]
total hours					

I certify that above service hours are true and accurate.

student signature _____ date _____

site supervisor signature _____ date _____

Appendix D: Reflection map

Sample activities are filled in:

	before service activity	during service activity	after service activity
alone	Letter to myself, Goal statement for sl.	Reflective journal writing.	Individual paper, essay, Portfolio, artwork, letter of advocacy.
with classmates	Explore, brainstorm about "hopes & fears." Contrast experts views. Listen to the experiences.	Team discussion. Critical incident. Problem. Complaint. Analysis.	Team presentation about service-learning project (video, photo, artwork, essay). Community service survey.
with community partners	Create contract. Needs of assessment.	Lessons learned (on site debriefing).	Presentation to community partner (slide show).

Source: The basic grid below from Eyer (2001, pp. 35–43) is as cited at the National Service-Learning Clearinghouse (found at http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection).

Appendix E: Service-learning assessment in Japanese language questionnaire

Thank you for participating in our Service-Learning in Japanese Language Program. Please fill in the spaces below and answer the questions to your best of knowledge about your experience. Your input is very important!

name (optional) _____
 course _____ semester/year _____
 instructor _____

Background questions

- Where did you provide service? location: _____
- Did you like the service site? yes no (circle one)
- How many hours of service did you provide? _____ total hours
- How many days did you visit weekly? _____ days/week
- Please briefly describe your service experience, including what you did.

- How did you feel about the work you provided using Japanese?
 1=poor to 5=excellent 1 2 3 4 5 (circle one)
- Prior to taking this class, had you ever volunteered at a community organization? yes no (circle one)
- If so, where?
 location _____
 duties _____

9. What was your primary motivation for taking this service-learning course?

1=strongly disagree
 2=somewhat disagree
 3=strongly agree
 4= strongly agree

Please indicate your level of agreement with each statement.

	1	2	3	4
1. The service-learning (SL) component of this course improved my language skills and understanding of the course material.				
2. The SL component of this course helped me understand how the course material is relevant beyond the classroom.				
3. I enjoyed the SL component of this course.				
4. The instructor devoted adequate time to discussing the SL component during class.				
5. The SL component of this course strengthened my relationship with fellow students in the class.				
6. I was provided with adequate orientation before I began my service.				
7. I had a good working relationship with the community partner/organization where I volunteered.				
8. I feel the service work I did through this class benefited the community partner/organization I worked with.				
9. As a result of the SL component of this course, I feel better connected to the school and/or local community.				
10. My service for this course has increased the likelihood that I will pursue future opportunities to be involved in the community.				
11. I intend to take other classes with a SL component in the future.				

Please indicate the level of difficulty you experienced with the following aspects of taking a service-learning course.

	very difficult	difficult	neutral n/a	easy	very easy
1. Finding time in my schedule to volunteer.					
2. Traveling to/from the community organization or volunteer site.					
3. Communicating with my community organization supervisor.					
4. Completing the hours of service required for this course. (total hrs)					
5. Completing the academic work required for this course including: weekly assignments and SL portfolio.					
6. Please select the three most enjoyable (E)/difficult / (D) activities in this SL. <input type="checkbox"/> weekly journal <input type="checkbox"/> planning activities <input type="checkbox"/> presentation to school & organization <input type="checkbox"/> portfolio making <input type="checkbox"/> photo/video taking <input type="checkbox"/> presenting/teaching activities to clients <input type="checkbox"/> conversation with clients <input type="checkbox"/> discussion/ team with supervisor					
7. Please describe the most rewarding and beneficial aspects of taking this SL.					
8. How do you think the SL component of this course could be improved?					

Thank you so much for your time. Your comments will help us further enrich the service-learning program for faculty and students, and our community partners. MAHALO!

Appendix F: Course syllabus (sample for intermediate/advanced course)

HAWAI'I PACIFIC UNIVERSITY

JAPANESE 3100 Spring 2012

Yookoso! (Welcome): COURSE DESCRIPTION:

Japanese 3100 is a 4 credit class, the first semester of a two-semester sequence course of Advanced Japanese. **Prerequisite:** JPE 2200.

This course will emphasize and encourage the use of the Japanese language through four skills (listening, speaking, reading, and writing) and through cultural studies in a context that will attempt to be social, meaningful, interactive and collaborative. Complete knowledge *Hiragana* and *Katakana* characters is assumed. Knowledge of approximately 250 *kanji* (Chinese characters) is also assumed, and about 100 more *kanji* will be introduced in this course as well. The course emphasizes mastering basic Japanese sentence patterns, and heavy emphasis is placed on both conversational and reading and writing skills. In addition to attending class, students are expected to listen to online audio from the textbook and participate in service-learning projects throughout the course. The purpose of the projects is to experience putting what is learned in class together into a practical situation and serving the community by using the target language. Students will do planning and servicing as a group. Service time will be 5 visits x 2 hours at the site (a total of 10 hours) during the course. See the service-learning information.

STUDENT LEARNING OUTCOMES: By the end of the course, the STUDENTS will be able to do the following:

- Conversational skills: appropriately use a wide variety of grammatical constructions, including honorific forms of expressions, causatives, and transitive and intransitive verbs.
- Presentational skills: express ideas at normal speed of conversational Japanese on topics such as health, life, careers, communication and media.
- Reading and Writing skills: comprehend and compose a variety of materials, such as articles, advertisements, essays, letters, and short stories in Japanese text without difficulty.
- Culture: gain more knowledge of Japanese culture through the topics and language introduced in the course and use appropriately when the situation occurs.

ATTENDANCE/PARTICIPATION/ CLASS WORK : *Service-learning will be monitored by site supervisor.

The class meets on Mon/ Wed/Friday. Attendance and participation are important factors in learning a second language. You will receive points for attendance and class participation. You will be allowed three (3) absences before your total grade will be lowered by 10%. It will be lowered by 10% for each three (3) absences thereafter. Being tardy to class or leaving early from class by more than 20 min will be counted as a tardy/early leave. Two (2) tardy/early leaves will be equivalent to one (1) absence to be fair to those who attend class regularly on-time.

GRADING CRITERIA

1. Attendance and participation (10%)
2. Service-learning project (10%)
3. Three lesson tests (10%)
4. Final exam (15%)
5. Ten mini-quizzes including oral performance (20%)
6. Homework/workbook (10%)
7. Ten conversation tasks with a language partner (10%)
8. Five sets of draft and final *sakubun* (composition) (15%)

JAPANESE 3100 COURSE SCHEDULE Spring 2012

week	date	lesson/ class work	quiz/test	journal	SL
1	1/23 –27	Introduction, Review Ch4A: Body, 23. Analogy & Exemplification 24. Describing Attributes:..は～が	review Ch1–3	journal 1 sakubun 1 “Self Introduction”	introduction to service-learning (do's & don'ts)
2	1/30–2/3	Ch4B: Feeling & Emotions 25. Talking about Appearance (Last day to register–Feb. 2)	quiz 1	journal 2 sakubun2 “Favorite place”	activity planning for service project
3	2/6–10	Ch4C Health & Illness 26. Causatives 27. Constructions using interrogatives	quiz 2	journal 3 sakubun 3 “Health	site visiting & meeting with clients
4	2/13–2/17	28. Expressing Expectation...は, (last day to drop w/o W:Feb. 17)	quiz 3	journal 4	#1 service project: <i>Origami</i>
5	2/20–24	Holiday-Presidents' Day Ch5A Life & Careers 29. Describing a Change in State	oral-Doctor & Patient Conversation Test: Ch4	journal 5 sakubun 4 “My Mistakes”	
6	2/27–3/2	Ch5B Occupations (1) 30. Express Respect1:Honorific Forms	quiz 4	journal 6	2 service project: “Good neighbor” cards
7	3/5–9	Ch5C Looking for a Job (1) 31. Express Respect2: Humble Forms 32. Passives	quiz 5	journal 7	
8	3/12–16	Language Skills, Ch5 review	oral–Job Interview Test: Ch5	journal 8 sakubun 5 “Life & Careers”	#3 service project: Japanese folklore stories
9	3/19–23	Ch6A Telecom, 33. Ba-conditionals 34. Want to Have Something Done	quiz 6	journal 9	#
10	3/26–4/1	Spring Break (no class)			#4 service project: Games (<i>fuku warai, Sato-san ga iimas-</i> “Simon says” Japanese version, <i>karuta</i> , & <i>otedama</i>)
11	4/2–6	Ch6B 35. Express Respect3: Honorifics Holiday (no class) Good Friday	project presentation Quiz7	journal10	
12	4/9–13	Ch6C Media, 36. Causative-Passives 37. Expressing Concession	Quiz 8	journal 11	#5 service project: Calligraphy
13	4/16–20	Ch6 Reading & Writing 1–2	oral test 3 test : Ch6	journal 12 essay	#
14	4/23–27	Ch6 review		journal 13	service-learning presentation,
15	4/30–5/4	last day of instruction		journal 14	portfolio meeting with instructor
16	5/11	final exam			

Service-Learning in Japanese

School: Hawai'i Pacific University

Instructor: Mayumi Hirata

Course: JPE3100 Fall 2011

Project Name: Japanese Fun Time at “Nozomi no Kai”

Course Description:

This course will give students a chance to participate in service-learning that requires the use of Japanese language with clients. Students will have the opportunity to encounter real-life situations that will expand their knowledge of Japanese language and develop critical thinking and problem solving skills outside of the classroom.

Goals and Objectives:

The service-learning class will enhance student language skills and the diversity of their learning community. This will develop students' civic involvement and learning beyond the class. The service-learning experience will be reflected in written assignments.

Students will learn more about Japanese Culture by helping elderly Japanese and experiencing culturally rich activities such as origami, games, songs, and stories.

dates September 28, 2011–December 7, 2011

place: Makiki Christian Church

829 Pensacola Street, Honolulu HI 96814 ph: 808-594-6446

Responsibilities of students:

1. Meet with instructor and site supervisor to discuss service-learning plan and requirements.
2. Fulfill academic requirements.
3. Abide by service site absence procedures.
4. Understand how their work performance will affect future clients opportunities.

Responsibilities of instructor:

1. Discuss goals of service option with site leaders.
2. Allow site leaders to deliver presentation with students.
3. Help students by communicating weekly on the progress of project activities.
4. Give feedback to student regarding their performance.

Assessment and evaluation:

1. Students will submit a service log and do a short presentation of the service-learning project.
2. Administer an end service-learning project survey to the clients.
3. Students and service-learning site supervisor will discuss and evaluate the project accomplishments.

Examples of service-learning activities:

- *Origami/kirigami/chiyogami* dolls
- Games (*karuta, shogi, go*, board game, *fukuwarai, otedama*)
- *Shodo* and *sumie*
- *Ikebana*/tea ceremony
- Dance/ Japanese songs
- *Kimono* (how to wear with *Obi* belt)
- Making Japanese food (*sushi*, noodles, *mochi*)
- Movies, story, *kamishibai* (paper theatre)

Procedures:

1. As a class or group select the service-learning site and make an appointment to visit.
2. Meet the site supervisors and introduce yourself to them.
3. Show the activity plans and arrange the service dates.
4. Ask questions or learn about their special needs from the supervisors.
5. Prepare and practice for the servicing day presentation.
6. Practice special phrases for any instructions or activities. (e.g., dance steps, tools, equipment, etc.)
7. Arrive on time and be prepared. (Do not participate when sick.)
8. Get a signature on the log sheet and advise from site supervisor.
9. Return to class, discuss the service work, and write a reflection.
10. Prepare for the next service work.

Appendix G: Service-learning activity feedback observation checklist

at location _____ date _____

student name _____

service-learning criteria	met	not yet met	I noticed...
student was able to...			
... arrive on time and meet clients.			
... establish good relations with clients.			
...explain things well in Japanese by showing sample projects.			
...speak Japanese to clients all the time.			
... listen and understand what clients were saying in Japanese without asking to repeat many times.			
...use natural pace with appropriate <i>aizuchi</i> (language fillers).			
...express proper attitude, politeness & cultural manners (e.g., bowing, eye contact, hand motions, and body language)			
...try to learn new things without hesitation.			
...make clients happy and satisfied.			
...finish the planned activities on time.			
meeting after service-learning <input type="checkbox"/> yes <input type="checkbox"/> no			
assessed by: <input type="checkbox"/> instructor			
<input type="checkbox"/> self			
<input type="checkbox"/> student			
<input type="checkbox"/> others			

comments:

Appendix H: Service-learning portfolio checklist

student name _____ date _____

in progress	completed	items	contents	notes
✓		cover	service-learning project (course)	
		title page	service-learning project (course) student's name _____ instructor's name _____	
		service-learning project plan	syllabus for service-learning project and group activity plan	
		activity flyer	advertisement flyer prepared by group	
		schedule	monthly calendar provided by supervisor	
		reflections	weekly reflections	
		time log sheet	signed time log sheet	
		letters /photo	thank you letters and photos from clients.	

meeting after service...learning yes no

service-learning week # _____

project end date _____ yes no

assessed by instructor

self

student

others

comments:

Assessment of Learner Autonomy through a Cyberspace Project

Hideko Shimizu
Kaetsu University

Background

An intermediate Japanese course being offered at the University of Colorado at Boulder (UCB) incorporates a cyberspace project, which facilitates communication with Japanese students in Japan. In the process of pursuing the cyberspace project, students are encouraged to discuss with classmates and with Japanese students in Japan on a variety of topics: technology, foods, sports, heritage, religion, and politics. Students are also expected to work individually once a week outside of the classroom (see the requirements for the cyberspace project in Appendix A).

One of the purposes of this project is to develop learner autonomy while communicating with Japanese students through web blogs, Facebook, and student-generated video exchange. There has been tremendous interest in learner autonomy as a necessary condition of effective learning to meet the needs of the students of varied learning styles and individual proficiency levels (Dickinson, 1995; Ellis & Sinclair, 1989; Esch, 1994; Holec, 1988; Little, 1991; Riley, 1985; Wenden, 1991; Wenden & Rubin, 1987; Willing, 1989).

In the literature, *learner autonomy* is often defined as acceptance of one's own responsibilities as a learner, taking initiative in making decisions, planning and executing learning activities, and regularly reviewing one's learning and evaluating its effectiveness (Little, 1991). The learner is perceived as a decision-maker who has, or who will, develop the capacity of choosing from among the available tools and resources to create what is needed for the task in hand (Dickinson, 1995; Little, 1991). The practice of learner autonomy requires intrinsic motivation (Deci, 1995), a positive attitude, and a readiness to be proactive in self-management and in interaction with other students and instructors (Little, 1991). From the Vygotsky's psychological perspective, the teacher's role is to create and maintain a learning

Shimizu, H. (2013). Assessment of learner autonomy through a cyberspace project. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 136–141). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

environment in which learners can develop an awareness of and an ability to make use of their own autonomy (Vygotsky, 1982).

Activities in the cyber project at UCB are designed to help students develop learner autonomy. For example, in the project, the students are expected to decide on a topic and create an outline for writing composition based on their own interests. In order to do so, they must be able to integrate and synthesize their own thoughts, the source of information in the textbook, and their own research. They are also required to create a video with other students who share similar interests in the topic. To facilitate the process, they are required to write a planning sheet and collaborate with group members throughout the project. Self-assessment is used to assess the development of learner autonomy through the cyberspace project (based on the definition of and approaches to learner autonomy discussed above).

Levels

Intermediate and advanced

Aims

In order to assess the degree to which students have developed learner autonomy through the cyberspace project in the intermediate Japanese language course, students will assess their own perception of the following constructs:

1. Students' perceptions of their own responsibilities in the project
2. Students' perceptions of their own decision-making abilities
3. Motivation
4. Perception of students' own work on the assignments
5. Which activities the students enjoyed
6. Frequency of activities for learning Japanese inside and outside class

Assessment time

15 to 20 minutes

Preparation time

10 minutes to make copies

Resources

1. Self-assessment of learner autonomy rating sheet (see Appendix B)
2. The students will need pencils or pens

Procedures

1. In the beginning of the semester, discuss the definition of learner autonomy with the students. Students' input for their self assessment will be incorporated into the self assessment measurement, along with feedback.
2. At the end of the semester, pass out a copy of the self-assessment to the students, and have them complete it in class.
3. When they are finished, collect their self-assessments.

Feedback and scoring

You may find it useful to discuss the self-assessment ratings of learner autonomy with the students individually.

Caveats and options

1. The current self-assessment of learner autonomy through the cyberspace project can be applied to the language teaching and learning process and to personalized assessment for individual students. For example, instead of the cyberspace project, instructors can design a teaching project. While some students design a lesson, other students will take the lesson and assess the teaching. Doing so will encourage students to become autonomous learners and to reflect on their own learning process.
2. One disadvantage of self-assessment is that scoring is subjective (Brown, 1998). For that reason, you may wish to supplement the self-assessment with direct observation information from your perspective.
3. In order to improve the measurement characteristics of this self-assessment, the following follow-up procedures are recommended:
 - Revise items for each construct by asking students and other instructors for their feedback and add or eliminate items accordingly.
 - Conduct a statistical analysis to analyze the reliability of items under each construct.
 - Conduct a principal components analysis or exploratory factor analysis.

Contributor

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Appendix A: Requirements for students in the Cyberspace Project

1. Make your own blog for your compositions and a Facebook profile.
2. Read and write on the class blog and Facebook regularly.
3. Upload your photos with your message.
4. Post at least a few messages per week on Facebook. Some weeks, you will have to post a short comment to the class blog.
5. Complete four homework assignments, one for each chapter that we read. These will be short essays (300 characters or more), written in Japanese and posted the final to your individual blog.
6. With a group, make a video about life in the U.S., today. The finished video should be 5 to 15 minutes long. For the presentation, speak in Japanese.
7. Submit a Planning Sheet for the video, which includes the name of the leader, your role, the script for video, and timeline for video production.
8. You can post more than the required assignments to your individual blog and to Facebook.

Appendix B: Self-assessment of learner autonomy through the Cyberspace Project

We would appreciate it if you would assess your learning autonomy for learning Japanese and culture through the cyberspace project (writing compositions on the blog; writing comments to others on the blog and Facebook; making a video; reading other's compositions; reading comments on the blog and Facebook, posting photos; discussions on Facebook; e-mail exchange) between Japanese students and American students. Please give us your opinions as indicated below? Use the following rating scale to indicate the degree to which you agree with each statement:

strongly disagree	mostly disagree	somewhat disagree	somewhat agree	mostly agree	strongly agree
1	2	3	4	5	6

Evaluate how much responsibility you have for your project.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. I can decide the objectives of the project in my Japanese course. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I can decide what I should learn next in my project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I can choose what materials to use to learn Japanese in my Japanese lessons. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I can choose what activities to use to learn Japanese in my Japanese lessons. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I can stimulate my own interest in learning Japanese. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. I can decide how long to spend on each activity. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I can make sure I am making progress during lessons. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I can identify my weaknesses in Japanese. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I can evaluate my learning process. | 1 | 2 | 3 | 4 | 5 | 6 |

Student perception of your own decision-making ability

- | | | | | | | |
|---|---|---|---|---|---|---|
| 10. I can choose my own learning objectives in the project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I can choose my own learning activities in the project. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. I can choose how long to spend on each activity. | 1 | 2 | 3 | 4 | 5 | 6 |

How much work you have done on the project.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 13. I read other student's writing. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. I uploaded my photos or movies. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. I wrote comments on Facebook. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. I joined discussions on Facebook. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. I wrote a script for the video. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. I contributed to the process of producing the video. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. I acted in the video. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. I wrote my compositions on the blog. | 1 | 2 | 3 | 4 | 5 | 6 |

Which activities did you enjoy?

- | | | | | | | |
|---|---|---|---|---|---|---|
| 21. I enjoyed reading other students' writing and comments. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. I enjoyed posting my photos or movies. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. I enjoyed writing comments on Facebook. | 1 | 2 | 3 | 4 | 5 | 6 |

- | | | | | | | |
|---|---|---|---|---|---|---|
| 24. I enjoyed discussions on Facebook. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. I enjoyed the process of producing the video. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. I enjoyed acting in the video. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. I enjoyed watching the videos that other students produced. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. I enjoyed writing my compositions on the blog. | 1 | 2 | 3 | 4 | 5 | 6 |

Learning activities for learning Japanese inside and outside class.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 29. I watch Japanese movies. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. I watch YouTube' or TV in Japanese. | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. I listen to songs in Japanese. | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. I read Japanese newspapers. | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. I read Japanese language on the Internet. | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. I send e-mails in Japanese. | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. I read books and magazines in Japanese. | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. I note down new Japanese words and their meanings. | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. I talk to Japanese people in Japanese. | 1 | 2 | 3 | 4 | 5 | 6 |



“Can-do” Style Self-Assessment for a Beginning-Level College Japanese Course

Tomonori Nagano
LaGuardia Community College

Background

At LaGuardia Community College, the City University of New York, strong emphasis has been placed on students’ mastery of basic Japanese grammar in first and second year Japanese courses. Students are expected to demonstrate a solid understanding of Japanese grammatical patterns and an ability of using them orally (first year) as well as in the written form (second year). The heavy emphasis on grammar is unfortunate but inevitable for a community college because the majority of graduates will transfer to and continue Japanese at four-year institutions, whose curricula, teaching approaches, and textbooks vary from one institution to another. Without knowing where students will continue their Japanese courses, it is a “safe bet” to develop students’ grammatical knowledge rather than functional and communicative proficiencies as the latter two may not transfer very well, especially when different curricula and textbooks are employed in a new program.

The emphasis on structural knowledge in the beginning-level Japanese courses naturally influences the choice of classroom assessment. The current assessment tends to be so-called *traditional assessment*, which is teacher-centered, discrete-point, artificial, and problem-based (rather than learner-centered, integrative, authentic, and task-based). Despite the fact that the benefits of *alternative assessment* in the language classroom have been discussed for many years (Brown & Hudson, 1998; Nunan, 1988; O’Malley & Pierce, 1996; Tudor, 1996), we have not yet seen the effective use of alternative assessment in our curriculum.

The goal of the present assessment tool is to incorporate learner-centered alternative assessment into our classroom assessment. To achieve this goal, I selected the “can-do” style self-assessment tool, which has an advantage of time efficiency (LeBlanc & Painchaud,

Nagano, T. (2013). “Can-do” style self-assessment for a beginning-level college Japanese course. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 142–147). Honolulu: University of Hawai’i, National Foreign Language Resource Center.

1985) and alignment with international standards such as *Common European Framework of Reference for Languages* (CEFR) (Council of Europe, 2009) and *JF Standard for Japanese Language Education* (国際交流基金, 2009; 塩澤 et al., 2010). It is hoped that this assessment tool will help students become autonomous language learners and establish links between classroom instruction and functional and communicative use of Japanese.

Levels

Beginning

Aims

1. To promote student autonomy in language learning and to sustain their motivation
2. To effectively use classroom time with minimal intervention in the existing curriculum

Assessment time

About 10–15 minutes (administered every four weeks or three times in a semester)

Preparation time and resources

Two different assessment tools, *Grammar Checklist* (Appendix 1) and “*Can-do*” *Style Self-Assessment* (Appendix 2), are administered in this assessment. The Grammar Checklist serves as a quick refresher about the grammatical constructions covered during the assessment period. For instance, the present example in the appendix covers the first three weeks of the third semester of Japanese (i.e., chs.10–11 of Nakama 1b [Hatasa et al., 2011]).

Preparation takes one to two hours depending on the amount of modification that the teacher needs to make in the CEFR and JF can-do statements. The list of the current CEFR and JF can-do statements are available at:

http://jfstandard.jp/pdf/CEFR_Cando_Level_list.pdf

http://jfstandard.jp/pdf/JF_Cando_Level_list.pdf

For example, twelve tasks are listed in Appendix 2. The first nine tasks have been adopted from the JF can-do documents mentioned above. I have created the last three tasks, and it took me about 1.5 hours to develop the self-assessment tool.

Procedures

1. The self-assessment is administered every three to four weeks (about two chapters of the textbook are covered by each assessment).
2. Explain to the students that the self-assessment is purely formative assessment and does not affect their grades (cf. Caveats and Options below).
3. A grammar checklist (see the Grammar Checklist in Appendix 1) is administered before the “Can-do” Style Self-Assessment.
4. Distribute the “Can-do” Style Self-assessment sheet (see Appendix 2).

5. Give students about 10 minutes to fill out the sheets.
6. Collect the sheets.

Feedback and scoring

1. The teacher should keep copies of students' self-assessment sheets.
2. If a teacher-student conference is scheduled in the course, the teacher can discuss students' progress with reference to their self-assessment records.
3. If there is no teacher-student conference, the teacher can return all the self-assessment records with brief comments on students' performance in class.
4. Caveats and options

As an alternative to the Grammar Checklist, the teacher can quickly go over the grammar constructions before the “Can-do” Style Self-Assessment. Also, the frequency of the assessment may be altered depending on the intensity and progress of the course.

As for the caveats, validity is one critical problem in the self-assessment. Quite a few studies suggest that the results of the self-assessment often become bi-modal – students' self-assessment tends to be either too optimistic or too harsh (玉岡, 2005; 小山, 1996). The following factors are suggested as possible explanations for this phenomenon: students' familiarity with the self-assessment (Bachman & Palmer, 1989; Ross, 1998), culture (Heine et al., 2001; Heine, 2005), age (Goto-Butler & Lee, 2010), and anxiety (MacIntyre et al., 1997) (see 近藤ブラウン, 2012, pp. 64–68 for a summary of self-assessment in Japanese).

Thus, the teacher should use his/her own discretion how to incorporate students' self-assessment into the overall evaluation scheme of the class. For example, at my school (a large-scale urban community college), it makes a sense to keep the self-assessment just as a reference for students' overall grades due to the wide variety of student academic preparedness, cultural heritage, and age.

Contributor

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Appendix 1: Grammar checklist

Your Name: _____

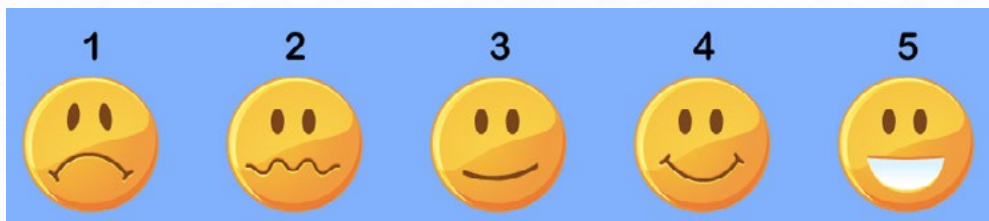


1	2	3	4	5
Have I really learned this structure in class? I don't think so.	I need someone to explain this structure again.	I'm not quite sure, but I think I will get it when I practice it more.	I think I understood this structure, but will need more practice on it.	I understood this structure well and am comfortable with using it.

Remember that your responses will not affect your course grade (i.e., all that matters is if you have completed the task or not). You should try to answer questions as honestly as possible.

WEEK 1-3 (STRUCTURE)		
て -form	食 ^た べて、飲 ^の んで、して	1 / 2 / 3 / 4 / 5
Plain form	食 ^た べる、飲 ^の む、す ^た る、食 ^た べない、飲 ^の まない、し ^な ない	1 / 2 / 3 / 4 / 5
～番目 (Ordinal numbers)	上 ^う から一 ^{いち} 番 ^{ばん} 目	1 / 2 / 3 / 4 / 5
[て -FORM] いる (Resultative)	結 ^け 婚 ^{こん} して ^い る、死 ^し ん ^で い ^る	1 / 2 / 3 / 4 / 5
[X] は [subset of X] が [ADJECTIVE] (～は～が Construction)	田 ^た 中 ^{なか} さん ^は 、目 ^め が ^た き ^い	1 / 2 / 3 / 4 / 5
[VERB PLAIN FORM]+[NOUN] (Noun modifying clause)	私 ^わ が ^よ く ^い く ^レ ス ^ト ラ ^ン	1 / 2 / 3 / 4 / 5
[VERB PLAIN FORM]+ と ^{おも} う (Clausal complement)	日 ^に 本 ^ぽ 語 ^ご は ^た が ^た い ^し い ^と お ^も う	1 / 2 / 3 / 4 / 5
食 ^た べ ^た 、飲 ^の ん ^だ 、し ^た (plain past affirmative form / た -form)	食 ^た べ ^た 、飲 ^の ん ^だ 、し ^た	1 / 2 / 3 / 4 / 5
食 ^た べ ^な か ^っ た、飲 ^の ま ^な か ^っ た、し ^な か ^っ た (plain past negative form)	食 ^た べ ^な か ^っ た、飲 ^の ま ^な か ^っ た、し ^な か ^っ た	1 / 2 / 3 / 4 / 5
[て -FORM] いる (Progressive)	食 ^た べ ^て い ^る 、寝 ^ね て ^い る	1 / 2 / 3 / 4 / 5
[X] は [subset of X] が [ADJECTIVE] (～は～が Construction (again!))	魚 ^{さかな} は、う ^な ぎ ^が い ^い	1 / 2 / 3 / 4 / 5
大 ^お き ^く 、す ^す て ^き に (Adverbial forms of adjectives)	大 ^お き ^く 書 ^か く、す ^す て ^き に ^わ ら ^う	1 / 2 / 3 / 4 / 5
[ADVERB/NOUN] になる (to become)	大 ^お き ^く な ^る 、す ^す て ^き に ^な る、先 ^{せん} 生 ^{せい} に ^な る	1 / 2 / 3 / 4 / 5
[PLAIN FORM] でしょう/かもしれない/かな (uncertainty <i>might, may</i>)	ス ^す ー ^す パ ^ぱ ー ^ー に ^に 行 ^い く ^で し ^よ う/か ^か も ^も し ^し れ ^れ ない/か ^か な	1 / 2 / 3 / 4 / 5

Appendix 2: “Can-do” style self-assessment

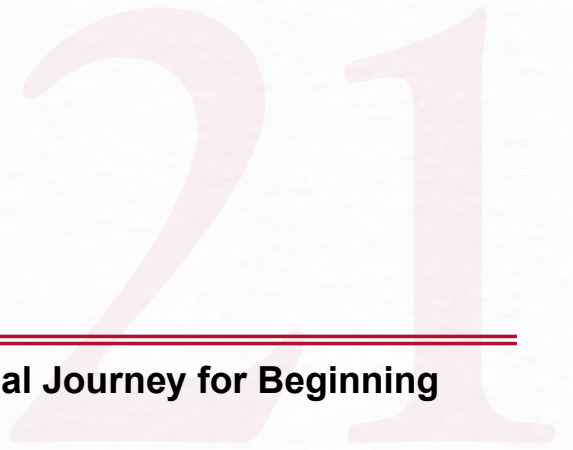


1	2	3	4	5
Are you kidding?	I probably cannot do it	I'm not sure	I can probably do it	I can do it!

WEEK 1-3 (TASKS)	
I can establish basic social contact by using the simplest everyday polite forms of greetings and farewells; introductions; saying <i>please</i> , <i>thank you</i> , <i>sorry</i> , etc. (CEFR A1)	1 / 2 / 3 / 4 / 5
I can ask for attention in Japanese. (CEFR A2.1)	1 / 2 / 3 / 4 / 5
I can listen to and understand very simple instructions from the teacher about basic actions such as “eat the sweets” “drink the tea” during a hands-on tea ceremony lesson, if one looks to what the other participants are doing for help and the teacher talks slowly and clearly. (JF A1)	1 / 2 / 3 / 4 / 5
I can write in short, simple sentences on that day for a blog entry. (JF A1)	1 / 2 / 3 / 4 / 5
Can ask or tell someone where in the house a member of one’s host family, a roommate, etc. is at that moment. (JF A1)	1 / 2 / 3 / 4 / 5
I can describe myself, what I do, and where I live. (CEFR A1)	1 / 2 / 3 / 4 / 5
I can write simple isolated phrases and sentences (with hiragana or katakana/kanji when appropriate) (CEFR A1)	1 / 2 / 3 / 4 / 5
I can describe my family, living conditions (e.g., where they live etc.), educational background (e.g., year in school, major etc), and present or most recent job. (CEFR A2.1)	1 / 2 / 3 / 4 / 5
I can understand pronunciation of a very limited repertoire of learned words and phrases in Japanese (e.g., about the family) with some effort by native speakers (CEFR A1)	1 / 2 / 3 / 4 / 5
I can talk about my family with my Japanese classmates. For example, I can tell how many family members (also brothers and sisters etc.) I have etc.	1 / 2 / 3 / 4 / 5
I can describe the physical appearance and personality of my family members in Japanese. For example, I can tell how my grandparent (or grandmother) looks like, what my parents do for living, how old they are etc.	1 / 2 / 3 / 4 / 5
I can describe what my family members are doing on a photo. For example, I can say what my siblings doing on the photo.	1 / 2 / 3 / 4 / 5

- Write a short paragraph about what you have learned. What are you most confident about? What do you think you need more practice?

JF= JF Standard for Japanese Language Education (出典: 国際交流基金), CEFR: Common European Framework of Reference for Languages



Charting Self-Assessment on their Educational Journey for Beginning Japanese Students

Lisa Kobuke

Kapi'olani Community College

Background

In the first semester of a beginning level Japanese course at a community college, a substantial number of students are freshmen who are transitioning into college. The success of the student in the course and subsequently in reaching their academic goals, will depend not only on their ability to achieve the stated competencies or learning outcomes, but on having college success skills such as knowing one's own strengths and weaknesses, one's responsibility for one's actions or choices and the consequences they bring, knowing how to study, how to find the support needed and develop strategies to be successful in a course. Integrating college success skills into a beginning Japanese language course may help keep students on track and increase retention and success, especially in an accelerated course. (Downing, 2006) This self-assessment rubric was designed for an accelerated 8-week Japanese 101 course (beginning level first semester four-skill Japanese language course) offered at Kapi'olani Community College. The rubric for self-assessment in this module is intended to increase students' awareness of the skills, responsibility, and effort necessary to be successful in a language class. Weekly communication between students and their instructor through self-assessment and reflection will help students engage in learning and increase learner autonomy which can translate to success across courses.

The rubric is titled "Charting Your Way in Japanese 101" 星のコンパス (Star Compass) with a picture of a Hawaiian Star Compass in the background. The title reflects a self-assessment tool that is aligned with Kapi'olani Community College's Hawaiian Star Compass engraved on the campus grounds fronting the cafeteria. The Star Compass serves as a symbol that guides

Kobuke, L. (2013). Charting self-assessment on their educational journey for beginning Japanese students. In K. Kondo-Brown, J. D. Brown, & W. Tominaga (Eds.), *Practical assessment tools for college Japanese* (pp. 148–154). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

students to help them “chart their way” on their educational journey just as the voyaging Hawaiian ancestors used the stars to reach their destination. (Bonilla, 2011)

Levels

Beginning (community college, university freshman)

Aims

Increase student self-awareness of the effort and skills necessary to successfully complete a beginning level Japanese course, week by week, through self-assessment and reflection on their own study skills, class performance, and determining their own course of action to remain on track, with communication and feedback from the instructor. In addition to gauging student progress, the instructor can assess classroom engagement techniques by reading students’ reaction to class activities and make adjustments during the semester.

Assessment time

Estimated time required for assessment will depend on the number of students in a class. Reading each self-assessment and writing a short response back to each student may take about three to five minutes per student, but the time spent is well worth the insight and connections gained by both the student and the instructor.

Preparation time

30–45 minutes to update the self-assessment rubric weekly. 5–10 minutes to make copies.

The self-assessment rubric will need to be updated weekly to reflect the content covered in class. Some sections of the rubric will require changes. In the first section, the cells for “Support” and “Study Skills” can be updated in Week 3. The “Support” cells content can be changed from assessing whether students have made friends, to checking whether they have gone a step further in forming study groups or meeting with classmates, tutors, or the instructor outside of class to practice, ask questions, or study.

The first of the two “Study Skills” (the Study Skill focusing on studying *hiragana* characters), should be updated when students study new orthographic forms such as *katakana* and *kanji* (Chinese characters). An additional “Study Skill” row can be added to check whether students are using strategies to study vocabulary.

The “What I can do” section will require weekly updating as new course material and content is covered each week. Students should be asked to assess their ability to perform the tasks covered that week and important or challenging tasks from the previous week.

In the letter writing section, the guiding questions 1–5 will remain the same throughout the semester, but to get students thinking about preparing for and reflecting on performance on tests, question 6 “Your plan for next week”, can be prefaced before and after a chapter test or midterm exam with the following: “The chapter ____ test/midterm exam is scheduled for (date),

what is your plan for the coming week to prepare for it?” or “How did you do on your chapter test/midterm exam? What do you plan to do differently to prepare for the next test?”

Resources

1. Self-assessment rubric (see Appendix A)
2. Student reflection and feedback from the instructor (see Appendix B)

Procedures

1. Include the self-assessment as part of the final grade. In the syllabus, designate five percent of the final grade to the weekly self-assessment. Explain to the students that the weekly self-assessment and reflection are an important part of keeping the students on track to successfully completing the course. It is also an avenue of communication between students and the instructor.
2. Assign the self-assessment routinely on a weekly basis.
3. Encourage students to be honest and assure students their self-assessment will only be graded on submission of the self-assessment and the level of completeness, not on the students' honest self-assessment of language ability and progress.

Feedback and scoring

Grading of the self-assessment should be based on completeness (i.e., on how completely the student has completed the assessment). The content of the self-assessment should not be graded. Instructor feedback should be given by the next day or at least before the next self-assessment is assigned.

Caveats and options

1. You may choose to keep some of the topics and content of the self-assessment rubric the same and change others over the weeks. Possible topics to add may be familiarity with and use of campus resources such as the tutoring center or peer mentors, performance on daily quizzes, and so forth.
2. Self-assessment of listening, speaking, reading, and writing skills will change depending on what was covered during the week.
3. Face-to-face feedback in addition to written feedback from the instructor before or after a test may increase the effectiveness of the self-assessment and reflection.

Contributor

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Appendix A: Rubric for self-assessment for beginning level Japanese students



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For each category, circle the box that most closely describes your progress.

	3 たいへんよくできました excellent	2 よくできました very good	1 がんばりました tried hard but...	0 もうすこし がんばりましょう a little more effort
motivation	I have set my goal(s) for this course. I am consciously making a choice in my actions/behaviors to achieve my goal(s). I am on track and responsible for my own success.	I have set my goal(s) for this course. I want to do well but am struggling a little with making the choices in my actions/behavior to achieve my goals. I will set up a plan to improve.	I have set my goal(s) for this course but there have been many external factors (work, friends, or family issues) that prevent me from doing what I want to do.	I don't have any goal(s) for this course. Work, friends, and family come first.
attendance	I attended all classes on time, from the beginning to the end.	I was late to class or left early once this week.	I was absent or late to class/ left early more than once.	I was absent more than once or was late or left early more than twice.
participation	I was very attentive and actively engaged in class activities. I worked well with classmates. Followed all classroom policies.	I engaged in class activities. Followed most of the classroom policies.	I participated in class activities. I waited for others to come to ask me questions.	I participated in some class activities. Checked/sent text message during class or used a laptop for work other than for the class.

¹ The illustration was adopted and reprinted from 2012 Accreditation Self Study Report. Reprinted with permission of Kapi'olani Community College under agreement with Charles Nainoa Thompson and the Polynesian Voyaging Society.

support	Made at least two friends in the Japanese class who will be my support network. Have their email address/contact number to set up study sessions or in case either one of us gets sick or misses class.	Made one friend in the Japanese class who will be my support. Have their email address/contact number to set up study sessions or in case either one of us gets sick or misses class.	Made one friend in the Japanese class but don't have their email address/contact number.	Have not made friends Don't want a support network.
planning & prioritizing	Have and use a calendar/planner. Make choices/decisions on how to plan and prioritize academic work and personal events to achieve my goal(s).	Have and use a calendar/planner. Sometimes struggle to plan and prioritize academic work with personal events.	Don't have/use a calendar/planner. When making choices, tend to prioritize personal events over academic work.	Don't have/use a calendar/planner. Personal events more important than academic work.
study skills	Made and used flashcards or used online practice or apps or created my own way to study <i>hiragana</i> . Practiced writing out <i>hiragana</i> on my own. I know the <i>hiragana</i> we have covered so far.	Made and used flashcards or used online practice or apps or created my own way to study <i>hiragana</i> . Didn't spend time practicing writing out <i>hiragana</i> as much as I should have, but I have set up a plan I will follow to catch up.	Made some flashcards but didn't really use them. Didn't spend time practicing writing out <i>hiragana</i> .	Did not make flashcards or use online practice or apps.
study skills	Studied Japanese for at least a minimum of 1–2 hours a day.	Studied Japanese for about 45 minutes a day.	Studied Japanese for about 30 minutes a day.	Did not study Japanese outside of class.
homework	Completed and turned in all homework (quality work) on time this week.	Completed and turned in all homework this week. Turned in 1 homework assignment late.	Somewhat completed and turned in homework. Turned in 2 assignments late.	Did not turn in any homework.
organization	Maintain a notebook and/or folder with course materials and notes, well-organized for easy reference.	Have a notebook and/or folder with course materials.	Forgot notebook or folder. Needed to ask for another copy of class material.	Don't have a notebook or folder. Consistently need to ask for another copy of class material.

- what I can do** Circle the number that indicates how well you can do the following tasks.
 4 (easily) 3 (with some difficulty) 2 (with a great difficulty) 1 (cannot do at all)
- 4 3 2 1 write *hiragana* あーそ
 - 4 3 2 1 write *hiragana* たーも
 - 4 3 2 1 read *hiragana* あーそ
 - 4 3 2 1 read *hiragana* たーも
 - 4 3 2 1 appropriately introduce myself in formal situations
 - 4 3 2 1 appropriately greet others using daily greetings
 - 4 3 2 1 comprehend daily greetings
 - 4 3 2 1 appropriately ask for Japanese or English meaning of a word
 - 4 3 2 1 appropriately ask for and provide telephone numbers
 - 4 3 2 1 comprehend simple requests
 - 4 3 2 1 appropriately make simple requests to instructors and classmates
 - 4 3 2 1 appropriately ask for and tell time

total _____ /75

Source: This rubric was created with reference to *Study Skills Rubric* (2006) developed by Bucks County School Districts.

