

AP SIG NEWS

A message from the AP SIG chair.



Welcome to the inaugural edition of the AP SIG newsletter. I'll start with a brief self-introduction before spelling out some of the goals I have for this SIG. I have been teaching Japanese in Cedar Rapids, Iowa

since 2004. My initial involvement with the AP Exam in Japanese Language and Culture was as a reader in 2008. In 2010 I was fortunate enough to join the development committee for the exam, and the following year became the high school co-chair of the same committee. In my work in these positions I have met numerous professionals in our field, and am truly impressed by the level of dedication and professionalism displayed by Japanese teachers. We are truly an amazing group of people engaged in a precession we love and care about deeply. If you want evidence of what an remarkable group of professionals we are and can be, I would point to that the fact that in two of the past three years there has been a Japanese teacher nominated as ACTFL teacher of the year, with one winning the honor. Given the small percentage of Japanese teachers amongst world language teachers across the country, I think that is a pretty extraordinary feat.

The Advanced Placement Exam in Japanese Language and Culture SIG will support the advancement of Japanese education through the AP exam and enable teachers to more effectively raise their students' level of proficiency to a degree that will enable them to succeed on the exam. The AP exam in Japanese Language and Culture was first given in 2007. Results of the exam over the years have indicated that a greater percentage of standard students are succeeding in the exam (scoring a 3 or higher). However, the number of test takers suggests that there are many teachers unfamiliar with the exam and/or reluctant to teach an AP course due to the high level of difficulty.

The SIGs overarching goals will include, but not be limited to:

- a. providing support and guidance to those teachers hesitant to teach an AP course;
- b. providing a forum for productive articulation between high school and college instructors;
- c. providing heritage school teachers within information and resources to facilitate finding test taking locations as well as test taking strategies that will enable heritage learners to display the full extent of their linguistic abilities.

The SIG will engage in idea sharing activities amongst AP teachers as well as college-level and heritage-school teachers. Idea sharing can include curriculum building, thematic units, incorporation of sufficient levels of cultural knowledge, and the ability to discuss culture in Japanese, incorporation of authentic materials into classroom instruction, designing AP classes that will enable students to make a smooth transition form high school to college level instruction, the use of formative and summative assessments, technology in the classroom, and other topics of interest and concern to the members.

The SIG will be comprised of high school, college level, and heritage schools teachers who will work together via e-mail, video conferencing, online collaboration, and will have an annual meeting in conjunction with the AATJ conference. We will also actively participate in the AATJ conference by presenting papers on curriculum development, thematic-based instruction, incorporation of technology in the classroom, and vertical articulation.

I look forward to working with everyone and encourage you to contact me if you have any questions. I can easily be reached at dancarolin@gmail.com.

AP Reading in Salt Lake City

The Scoring for the 2013 AP Japanese exam took place in June in Salt Lake City, Utah. Approximately 40 secondary and post-secondary educators from across the US and Japan participated in the scoring. Participants in the reading work with a team of professionals to accurately score the free response questions of the exam. The process includes a considerable amount of collaboration and discussion among the participants. Those involved in the process often consider the reading to be a highly effective means of professional development, as it allows hands on works as well as meaningful interaction with a variety of professionals. During the weeklong scoring session Yo Azama of North Salinas High School in California conducted a professional development session of brain-based learning. In addition to the work and the professional development, the reading allows participants an unique and valuable opportunity to network and interact with a wide variety of professionals. For more information on becoming a reader please refer to [AP Central](#).



Salt Lake City



Text chat scoring team

2013 AP exam results and information

More than 2,200 students took the AP Exam in Japanese Language and Culture in 2013. Of those approximately half were members of the standard group, those who have spent less than a month in Japan or those who do not use Japanese in the home. Close to 61% of the standard group scored a 3 or higher, a figure consistent with previous years. More Detailed information is available at the [AP Japanese](#) page of AP Central. Teachers of AP Japanese can find past free response questions, examples of student answers, and commentaries regarding the scores the samples received. This is a highly valuable resource to AP teachers as it provides an insight into the requirements for success on the exam.

AP® Japanese Language and Culture Scoring Statistics 2013 Free-Response Questions

Question	Mean	Standard Deviation	Number of Points Possible
<i>Total Group</i>			
Writing			
Interpersonal (Text Chat)	22.09	7.37	36
Presentational (Compare/Contrast)	4.25	1.31	6
Speaking			
Interpersonal (Conversation)	15.66	4.97	24
Presentational (Cultural Perspective)	3.77	1.57	6
<i>Standard Group*</i>			
Writing			
Interpersonal (Text Chat)	19.08	6.68	36
Presentational (Compare/Contrast)	3.78	1.14	6
Speaking			
Interpersonal (Conversation)	12.93	4.22	24
Presentational (Cultural Perspective)	3.18	1.39	6

*The Standard Group does not include students who hear or speak Japanese at home or who have lived for more than one month in a country where Japanese is the native language.

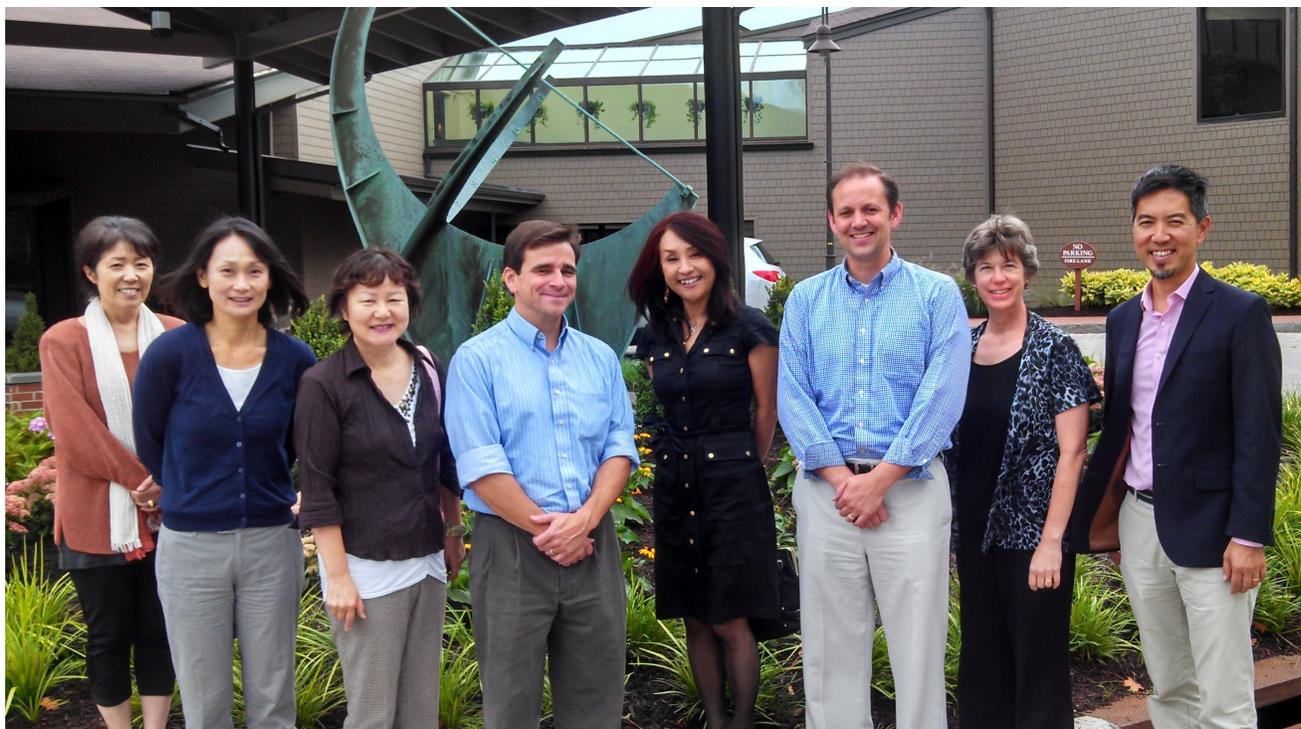
AP Japanese Language Student Score Distributions – Global AP Exams – May 2013

Total Group

Exam Score	Subject	
	N	% At
5	995	44.5
4	237	10.6
3	477	21.4
2	165	7.4
1	360	16.1
Number of Students	2,234	–
3 or Higher / %	1,709	76.5
Mean Score	3.60	–
Standard Deviation	1.50	–

Standard Group**

Exam Score	Subject	
	N	% At
5	214	18.3
4	136	11.6
3	360	30.8
2	140	12.0
1	319	27.3
Number of Students	1,169	–
3 or Higher / %	710	60.7
Mean Score	2.82	–
Standard Deviation	1.42	–



2013 - 2014 Development Committee Members

These dedicated educators play a critical role in the preparation of the Course Description and exam for AP Japanese Language and Culture. They represent a diversity of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators. As of July 2014 Motoko Tabuse will be replacing Sufumi So as chief reader.

Committee Co-Chairs

Daniel J. Carolin, Kennedy High School, Cedar Rapids, Iowa
Motoko Tabuse, Eastern Michigan University, Ypsilanti, Michigan

Committee Members

Yoko Fukuda, Northern Valley Old Tappan High School, Old Tappan, New Jersey
Kimberly A. Jones, University of Arizona, Tucson, Arizona
Yoshiko Mori, Georgetown University, Washington, D.C.
Timothy G. Stout, Waterford School, Sandy, Utah

College Board Advisor

Yoshiharu Azama, North Salinas High School, Salinas, California

Chief Reader

Sufumi So, George Mason University, Fairfax, Virginia

UI AP Japanese Camp and Teacher Training Institute

Since July students of Japanese from across the state of Iowa have taken part in an innovative new AP study program held at the University of Iowa in cooperation with the Belin-Blank Center. The program was initiated by Russ Ganim, Director of the Division of World Languages, Literatures and Cultures at University of Iowa. The program, taught by Hiroko Czuprynski, Japanese lecturer at UI, began with a two day intensive Japanese study camp which provided students an opportunity to increase their skills in order to prepare them for success on the Japanese AP exam. The students learned about the test format (question format, length of time, etc), and studied several cultural points such as 贈り物、and 日本のおもちゃ. At the end of the summer program the students did a "mock test" in the classroom and in the computer lab.

The ten participating students are now engaged in follow-up lessons that will continue throughout the school year. They meet with Czuprynski for 45 minute Skype sessions that focus on enhancing the skills necessary for success on the exam.

In addition to the lessons, the program covers fees for taking the AP exam. In 2014 the program will expand to a week long course. Information about registration for the 2014 program will be announced after the new year.