

AATJ Webinar

Pivoting to Remote Assessment

それはある日突然に...

April 11, 2020

Presenters: Cameron Chien, North Salinas High School
Asako Hayashi Takakura, University of California, Los Angeles
Suwako Watanabe, Portland State University

Moderator: Yoshiko Saito-Abbott, California State University, Monterey Bay

Protocols

- Please mute your mic.
- Please use the Chat Room for questions only.
- Feel free to respond to the question in Chat.
- There will be time for Q&A at the end.
- It's not necessary to say "thank you" in the Chat Room. It gets kind of crowded. 😊

Cameron Chien

North Salinas High School

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Level 3: Environmental Issues Unit [High School]

Time: 5 weeks; 55- minute classes, 5x a week

Topics covered:

- Major Environmental Issues
- Causes of Environmental Issues
- Methods to protect the earth

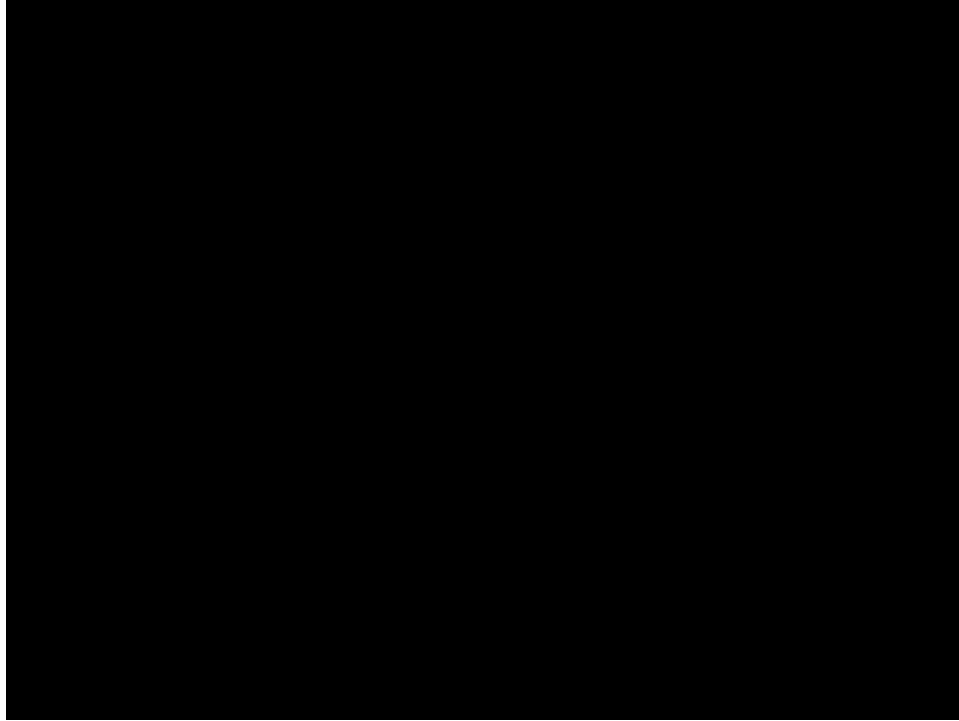


Summative Presentational Mode Task: Video PSA

Students raise awareness toward environment protection among Japanese high school students on how they can make better choices in their everyday life for the earth.



Summative Task: Video PSA (Student Sample)



Formative Assessment as a Check-point

Formative Assessment: Students discuss pressing environmental issues in detail by sharing their written thoughts on an online forum with other classmates.
(Presentational Mode)



Summative Presentational Mode Task: Video PSA (Goal)





Formative Assessment through **Parlay Ideas**



How well can my students share the following information...?

- 1) What are the top environmental issues to them?
- 2) What are possible reasons causing these environmental issues?





Formative Assessment through **Parlay Ideas**



www.parlayideas.com

Asako Hayashi Takakura

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突然 期末テストの形式が変わったら...

80人分のテストのコピー(560枚の紙)がムダになる

すでにいつも通りのテスト形式に合わせて準備をすすめていた
学生が怒り出す

期末テストで測りたかったこと＝学期末で何ができるようになって
いるか を評価できない

期末テストの形式が変わったことで、学生の成績が不利になる
ようなことはあってはならない... でもどうやってそれを証明で
きる??

But Just Do it!!

「げんき Vol. 1」L7-12を使用した初級クラス

77 students

75-minute lecture sessions twice a week

2 TAs (teach 50-minute discussion class twice a week)

TA duties: Grade Homework, Oral Presentations, Sakubun, Kanji quizzes, some parts of the final exam

Lecturer duties: Grade midterm exam, vocabulary and grammar quizzes, some parts of the final exam

Final Exam March 2020

Original Plan (Paper Pencil)	Remote (take-home) online format
Short Essay (Sakubun) 30%	Extra Point
Listening 10% (5 questions)	20% (Added another prompt- 2 audio files)
Grammar 20% (10 questions)	20% (Online practice was already provided)
Kanji 10% (20 kanji writing)	10% (Handwriting to Multiple Choice)
Reading 14% (7 questions)	24% (Added another material) 12 questions
Q&A (open-ended) 16%	16% (Online practice was already provided)
	Vocabulary 10% (recycled from online quizzes)

Syllabus (Winter 2015)

Final Exams (Online written/oral)	20%
Chapter Tests (3) (Paper Pencil)	30%
Quizzes (6漢字, 6 Online)	12%
Oral Presentations	12%
Homework	10%
Homework <i>Sakubun</i>	6%
In-class <i>Sakubun</i> (手書き, end of the term)	4%
In-class performance	6%

Paper-PencilとOnlineの相関

Final Exams (Online written - Take home)

Chapter Tests (3) (Paper Pencil - Proctored) =.768

High Correlation (If students got high grades in paper-pencil chapter tests, they are likely to get high grade in the online final exam.)

Quizzes (6 Paper Pencil, 6 Online) **No much difference**

漢字のように機械的に覚えるもの

文法や単語でも選択式で覚えたものを試すもの

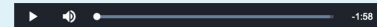
Syllabus (Winter 2020)

Final Exam (paper-pencil → online)	30%
Mid-term Exam (online)	20%
Quizzes (4漢字 , 8 online)	16%
Oral Presentations	12%
Homework (WB 9 TB 1)	10%
Homework <i>Sakubun</i> (2)	6%
In-class performance	6%

Final Exam March 2020

Original Plan (Paper Pencil)	Remote (take-home) online format
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オンラインでのリスニングテスト問題例



Listen to the conversation between Sue and Ken and choose the most appropriate word to fill in the blanks. You may listen to the file twice.

Ken wants to eat (Pizza) for lunch and they go to (Denny's). Sue ordered (2) hamburgers and (1) coffee and cost (580 yen) yen. Ken didn't eat hamburger because (he wants to eat something else). He ordered (pizza) and he got (3) of them. They plan to go to (park) after lunch because Sue (does not want to gain weight).



Takeshi and Mary are making a plan for the trip to Japan. Listen to the conversation and choose the most appropriate answer.

L2-1 When are they going to go to the travel agency?

Saturday

L2-2 Which airplane is least expensive?

American Airlines

L2-3 Where is Mary going to go first in Tokyo?

Kabuki theater

L2-4 How long does it take from Tokyo to Kyoto by *bullet train*?

3 hours

L2-5 Where is Takeshi going to go in Hokkaido?

Lake

Cloze test

Each audio prompt is about 2-3 minutes.

Students are required to finish in 10 minutes.

Average of listening times: 2.2回

オンラインでの漢字テスト問題例 (1)

何も見ないで漢字を書かせるという従来の漢字テストの方法はリモートラーニングの環境ではやりづらい。

Possible kanji testing with remote learning environment.

4 categories

読み

送りがな

似ている漢字

変換(ひらがなをタイプすると出てくる例)

オンラインでの漢字テスト問題例 (1)

Question 6

Complete

Points out of
1.00

Flag
question

Edit
question

Please choose the correct kanji_hiragana for underlined word.

わたしは、このテストはかんたんだとおもいます。

Select one:

- a. 言い
- b. 思い
- c. 良い
- d. 重い

Question 7

Complete

Points out of
1.00

Flag
question

Edit
question

Choose the appropriate kanji_hiragana combination for underlined word.

あしたから いえで はたらきます。

Select one:

- a. 働たらぎ
- b. 働らぎ
- c. 動き
- d. 働き

オンラインでの漢字テスト問題例 (1)

Question 1

Complete

Points out of
1.00

Flag
question

Edit
question

Please choose the correct kanji_hiragana for underlined word.

わたしは ゆうめい人に あったことがあります。

Select one:

- a. 友名
- b. 友明
- c. 有名
- d. 夕明

Question 2

Complete

Points out of
1.00

Flag
question

Edit
question

Choose the yomigana for the underlined kanji.

今朝は、あめがふっていました。

Select one:

- a. けあさ
- b. あさ
- c. けさ
- d. いまさ

オンラインでの漢字テスト問題例 (2)

次の漢字の読み方の中から、適当なものを一つ選んで、文を完成しなさい。

用紙 情報 交渉 熱心 単位 態度 普通 全然

申し込む時は、この（ ）を使ってください。

最近は、インターネットで日本の（ ）がたくさん見られるので、便利だと思う。

留学プログラムでは、（ ）がいい人が選ばれやすい。

スーさんは、まじめで（ ）なので、日本語が上手になってきた。

子供がいる女性がはたらくのは、アメリカでは（ ）のことだと思います。

✓ Choose...

たんい

じょうほう

たいど

ぜんぜん

ようし

ふつう

ねっしん

Choose...



教室内と自宅で オンラインで受けたテストの相関

中間テスト(Taken at computer lab; proctored)

期末テスト(Taken at home; no proctored)

=.53 moderate correlation (The students who got good grade in the mid-term were likely to get good grade in the final exam but not so strongly correlated)

突然形式が変わった期末テストの成績を入れた場合と入れない場合の成績の差も見てみたところ. . .

In class paper pencil conventional test
→ Take home online test

- Videotaped oral performance
- Timed handwriting tasks
- Parody song annotation
- Increase the number of questions
- Design the tests so that students get higher score on average (forget about magic number 60)

自信を持って！

- Your students have been accustomed to **your teaching style**. → **They Like You!!**
- Do not change your way of teaching excessively.
- Instruct your students in a way similar to face-to-face instruction.
- Maintain that pace and breakdown for remote teaching if you have made daily teaching plans and time each lesson.

自分と学生にやさしく

- Students' attention span decreases in online courses.
- Increasing screen time for students might affect their well-being and mental health.
- Do not let students go online all the time during your class time.
- **Always consider accessibility in any educational setting.**
- Stay Simple and Smile. 😊



References

Asako Hayashi-Takakura YouTube Channel

<https://www.youtube.com/channel/UCahKSQmL8qdPe8ezphoxUdA/>

Asako Hayashi-Takakura (Project Based Learning Ideas and materials)

<https://ccle.ucla.edu/course/view/japaneselearning>

Adapting to remote assessment Rubric

1. How I modified final oral interview
2. Rubric & feedback

Suwako Watanabe

Portland State University

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1. How I modified....

- Had to modify Final Oral Interviews for JPN302 & JPN203
College-level
- Original Plan: Face-to-face, one-on-one, 8 minutes per student
- Remote: Gave prompts, had Ss submit recorded oral production

What the original plan looks like:

The information to be given to students before the exam.

Situation: You are studying at Hokkaido University in Japan while working part time at Yamamori Research Institute (山森研究所), which sponsors your stay in Japan. At the Institute, you have a problem getting along with Mizuno-*senpai* and decided to ask Suzuki-san (a senior colleague at the Institute who knows Mizuno) to hear you out and seek advice. You've arranged to meet with her at a coffee shop "Yuzu."

- (1) Coffee shop. You get there late. **Explain something that occurred when you were about to leave** the institute. (Create your own reason or adapt L29BCC1. Make your reason realistic [No alien abduction story, please.]
- (2) Order refreshment, exchange usual pleasantries and then **initiate an advice-seeking move**. Tell her that you are troubled by Mizuno-senpai who is acting like a pain in the neck. **Elaborate** what he has been doing to you with one concrete episode. Construct your episode with more than a few sentences. Examples: Last Friday, he said, “Will you write this report in English for me? I can’t write it because my laptop was stolen yesterday.” So I said yes, and I spent an entire weekend writing the report and gave it to him. But when he submitted it to Director Yamada, he told him he wrote it all by himself. I’ve been made to do things for him, but he never thanks me. This is an opportunity to use PASSIVE, CAUSATIVE, PASSIVE CAUSATIVE!!!) Create your own examples within realistic limits. Don’t try to tell a story in one sentence.] Be clear whether he is mean only to you or he’s mean to anyone. Ask if his behavior is normal in Japan and seek advice from Suzuki-senpai.
- (3) **Continue the conversation with Suzuki-san** as s/he raises other topics (E.g., noisy kids in the coffee shop, some community event such as a speech contest and a show, your Japanese language class, your work, and your life in Japan, etc. Content and materials are recycled from CCs, so reviewing them should be a good way to prepare).
- (4) At the end, **convince Suzuki-san that you pay the bill this time** in a culturally appropriate way. I.e., don’t let Suzuki-san pay the bill. Be sure to present reasons why she should let you pay.

バイト先の水野先輩から嫌がらせを受けている。共通の知人の鈴木さんに相談。
鈴木さんと喫茶店ゆずで待ち合わせをする。遅れて入っていく。

1遅くなった理由を言う。予め準備してくる

2水野先輩についての不満・苦情。
嫌がらせの具体例。予め準備してくる

3鈴木さんが出す話題に対応。
(1)スピーチコンテスト
(2)店内のうるさい客

4コーヒー代の払い、鈴木さんを説得。

Pronunciation	Accuracy of structure & vocabulary	Listening Comprehension	Delivery	Sociolinguistics & Naturalness	Content/Elaboration/Coherence	Range of expressions
Does pronunciation interfere with comprehensibility?	Grammatical usage and vocabulary usage interfere with comprehensibility?	Comprehend the other's utterances without misunderstanding. (Repair is accepted.) Response time is not awkward.	Smooth? Use pauses and fillers naturally?	Speech style appropriate? Do verbal and nonverbal behaviors offend the listener? Can use social lubricators (aizuchi, discourse markers etc.)	Elaboration with detail, concrete examples, etc.?	Took advantage of newly introduced structural patterns?

Change #1
Modified Rubric.

Pronunciation	Accuracy of structure & vocabulary	Delivery & Naturalness	Sociolinguistics	Content/Elaboration /Coherence	Range of expressions
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Does pronunciation interfere with comprehensibility?	Grammatical usage and vocabulary usage interfere with comprehensibility?	Smooth? Use pauses and fillers naturally? Does not sound like reading or mechanical.	Speech style appropriate? Do utterances offend the listener?	Elaboration with detail, concrete examples, etc.?	Took advantage of newly introduced structural patterns?
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バイト先の水野先輩から嫌がらせを受けている。共通の知人の鈴木さんに相談。
鈴木さんと喫茶店ゆずで待ち合わせをする。遅れて入っていく。

遅かったですねえ。

1遅くなった理由を言う。予め準備してくる

で、何の相談？

2水野先輩についての不満・苦情。
嫌がらせの具体例。予め準備してくる

大変ですねえ～
ところで...

3鈴木さんが出す話題に対応。
(1)スピーチコンテスト
(2)店内のうるさい客

私そろそろ帰らな
きゃ...

4コーヒー代の払い、鈴木さんを説得。

Change #2
Modified
Prompt
Presentation.

Low-tech,
PPT interactive prompt
Audio prompt

用意はいいですか？
では、始めましょう！

Ready? Start!

Either click the speaker icon or press Return key to play Suzuki-san's prompt.

Submission options:
(1) recording both Suzuki and student's utterances
(2) student's utterances only.

1.

鈴木(すずき)せんぱい



Either click the speaker icon or press Return key to play Suzuki-san's prompt.



5.

Either click the speaker icon or press Return key to play Suzuki-san's prompt.



This is the end of the oral exam.
You do not need to record your utterance
in response to this last prompt.
おつかれさまでした。

2. Rubric & Feedback

1 Tailored to aspects of performance

2 Constructive feedback

Pronunciation	Accuracy of structure & vocabulary	Delivery & Naturalness	Sociolinguistics	Content/Elaboration /Coherence	Range of expressions
Does pronunciation interfere with comprehensibility?	Grammatical usage and vocabulary usage interfere with comprehensibility?	Smooth? Use pauses and fillers naturally? Does not sound like reading or mechanical.	Speech style appropriate? Do utterances offend the listener?	Elaboration with detail, concrete examples, etc.?	Took advantage of newly introduced structural patterns?



1. May I see your picture?
2. May I come in? Yes, but please close the door.
3. No pets are allowed. (don't bring in pets.)

* Minimum: Give English prompts to translate and have St record their utterances.

Pronunciation	Accuracy of structure & vocabulary	Delivery & Naturalness	Sociolinguistics
Does pronunciation interfere with comprehensibility?	Grammatical usage and vocabulary usage interfere with comprehensibility?	Smooth? Use pauses and fillers naturally? Does not sound like reading or mechanical.	Speech style appropriate? Do utterances offend the listener?



Give feedback on delivery and naturalness.

E.g.

“Looks like too many pauses. Work on reducing pauses or use fillers like anoo.”

“Sounds a little bit mechanical (like recorded announcement). Imagine there’s a real person in front of you.”

Prepare several questions in Japanese; Give 1 or 2 randomly selected Qs as audio or text input. [if video is not available]

- (1) Tell Ss not to use notes.
- (2) Making it as reading aloud task in addition to speaking task.
- (3) Have Ss repeat the Q first and then render their response.

Pick 1 of the above; not all

1. 昨日の天気はどんな天気でしたか。
2. 毎日朝ごはんを食べますか？どんな物を食べますか。
3. 好きな食べ物は何ですか。
4. ...

Presentational Comm mode:

Have Ss prepare oral presentation consisting of multiple sentences. [e.g., explanation, instruction, description, mini story, giving excuse.]

Examples [Ss are instructed about context and length of responses.]

1. Explain how to join Zoom meetings.
2. Tell your friend about a painting you saw at a museum yesterday.
3. You are late for a class. Explain why you are late.
4. You saw a person whose fashion was very interesting or different. Describe that person.
5. Tell a mini story of an embarrassing experience.

Content/Elaboration
/Coherence

Range of
expressions



Elaboration with
detail, concrete
examples, etc.?

Took advantage
of newly
introduced
structural
patterns?



1. Give English prompts to translate and have Ss record their utterances.
1. Give a situation and have Ss come up with utterances.
Ex. You are telling about an occasion where a group of 3 people exchanged presents. Tell who gave what to whom, who got what from whom, etc.

Reinforcing Interactive

Strategies

Listening Comprehension	Delivery	Sociolinguistics & Naturalness
Comprehend the other's utterances without misunderstanding. (Repair is accepted.) Response time is not awkward.	Smooth? Use pauses and fillers naturally?	Speech style appropriate? Do verbal and nonverbal behaviors offend the listener? Can use social lubricators (aizuchi, discourse markers etc.)

In addition to listening exercise, pair work, interview project, ...

How about the following?

Prepare a set of typical short response phrases and have Ss practice them.

1. Present: (1) そうですねえ(Let me see...), (2) え、そうですか？(Oh, is that right?) (3) confirmation questions (You're talking about X?)
2. Practice using each with recorded prompt.
Q 日本語、難しいですか。「そうですねえ...」
Q この漢字は簡単ですね。「え、そうですか？」
Q アニメはどんなのが好きですか。「アニメですか？...」

Feedback

Non-constructive

- You used *ga*, wrong particle
- Sequence of sentences is hard to follow
- "4 out of 5 on pronunciation"
- You only used *~desu*.

Constructive

- Review *ga* vs. *o*
- How about moving #3 at the beginning; point gets clearer
- Work on 'a' sound & double consonant (きて vs きて), listen to attached audio.
- Line 1 → How about using *Nihon ni itta n desu* instead of *Nihon desu*.

Q and A session

Please feel free to ask in Japanese or English.

Upcoming AATJ Webinars

Remote Teaching with Younger Students (K-5/6)

Saturday, April 18, 2020

3:00 PM Pacific / 4:00 PM Mountain / 5:00 PM Central /6:00 PM Eastern time

Presenters:

Noriko Otsuka VanKeuren (Japanese teacher), Fox Mill Elementary School, Fairfax, VA

Kazumi Yamashita-Iverson (Japanese teacher), Maloney Interdistrict Magnet School,
Waterbury, CT

Social and Emotional Learning in the Classroom

Saturday, April 25, 2020

3:00 PM Pacific / 4:00 PM Mountain / 5:00 PM Central /6:00 PM Eastern time

Presenters:

Noah Schechtmank, Program Director for the Center for Wellness and Achievement in Education

Margaret Peterson, Executive Director of the California World Language Project in the Stanford Graduate School of Education and former teacher of Japanese

ありがとうございました。