

Performance Assessment Guide

The information regarding the Assessment in "Here We Go!" is based on reference materials from The National Institute for Educational Policy Research. For further information, please refer to the reference above.

1. What Is a Performance Assessment?

This guide explains how to keep records of each criterion indicated in each unit in order to comprehensively assess performance in "Speak [Interaction]" and "Speak [Presentation]". "The assessment criteria" indicate the skills that students should learn, whereas "the assessment standards" are indicators that determine the level of skill a student has attained. It is important that students are assessed with these standards in mind.

In *Here We Go!*, the main subject for assessment is performance during the language activities in "You Can Do It!," and focused on goals established at the beginning of each unit. We recommend that students be evaluated on the speaking abilities they display during the natural activity flow of each lesson, rather than through "tests" run outside of regular activities. Furthermore, we believe it is more valuable for students to take on challenges together with their classmates rather than taking tests by themselves in high-pressure environments. Instead of evaluating performance for every goal activity of every unit, we recommend that students be assessed in the second half of each semester after enough instruction has been provided.

2. Aims and Notes

The aims of performance evaluation are to instill a sense of achievement and growth in the students, motivating them to use English and learn more, and to improve instruction on the part of the teachers.

Goal-oriented instruction is required throughout each unit so that all students can face the goal activity confidently at the time of evaluation. It is beneficial to learn what skills will be required before planning activities leading up to the goal activity. Furthermore, evaluators must avoid any inconsistencies or biases in their assessments. For this reason, it is important to decide the assessment standards for each grade level in advance. At the beginning of the year, start by sharing an impression of the skill level and performance required for a "B" grade, and observe the students' actual performances to make an assessment.

3. Requirements for Evaluation and What to Prepare

As indicated in "1.", instructors must agree on indicators in order to consistently determine to what degree students have reach the goal of each unit. We recommend preparing a table of assessment standards (a rubric) to prevent inconsistencies in evaluation. Instructors should establish specific points of evaluation for each of the three aspects of assessment in order to more objectively observe the performance of the student.

Furthermore, it is important for instructors to share with the students the assessment criteria before evaluating their performance. Students should be shown examples of good and poor performances so that they can think about what behavior is satisfactory and what leaves room for improvement. By doing so, students can develop an organic understanding of the evaluation criteria through observation of concrete examples. This enables students to practice and make adjustments to interpretations of their own goals. Providing students with these opportunities leads them to achieve an “active attitude towards learning,” which is one of the three aspects of assessment.

For Speak [Interaction] and Speak [Presentation], sample rubrics for the following units are provided in the materials. Use them as a reference.

- Grade 5 Unit 2 [Interaction] When is your birthday?
 Unit 6 [Presentation] I want to go to Italy. / Unit 6 [Interaction] I want to go to Italy.*
 Unit 9 [Presentation] My hero is my brother.
- Grade 6 Unit 3 [Interaction] What do you want to watch?
 Unit 6 [Presentation] This is my town. / Unit 6 [Interaction] This is my town.*
 Unit 8 [Presentation] What do you want to be?

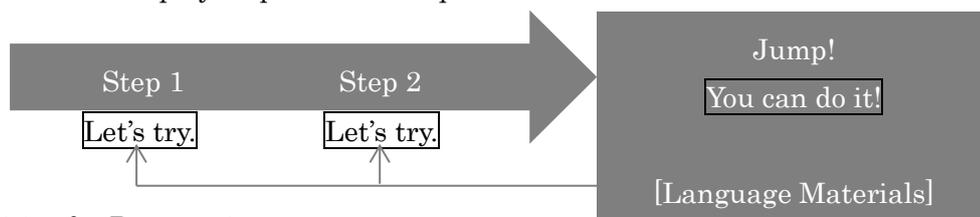
* Even if the goal activity is in the [Presentation] style, it can be changed and conducted using the [Interaction] style in cases where [Interaction] needs to be evaluated according to the assessment plan of the school. Sample rubrics for such cases are provided.

4. Assessment Flow

Generally, performance assessments are conducted within each unit. Assess during the time allotted for goal activity preparation and the goal activity itself.

① Class Preparation

- Check the goal activities and assessment criteria (the skills that should be learned) and clearly visualize what kind of growth is sought from the students. Then, create a rubric considering your assessment standards.
- Share the details of the goal activities and assessment standards for performance evaluation in advance with the students and provide them with a concrete idea of what to expect with regards to the evaluation.
- Plan the language activities “backwards” by first visualizing the final goal activity and devising ways to teach the skills step by step until the required skill level is reached.



② Class Activities for Preparation

- Adjust the level of the activities and provide guidance while observing the student’s performance during the lessons leading up to the goal activity.

- Provide guidance as necessary when observing the students in their activities.

③ Performance

- For [Interaction], it is important that students continue conversation by asking their partner another question in addition to answering the question that was posed to them. Instructors should check not only for responses but for additional questions as well when they observe students.

- For [Presentation], each student should be prompted to participate actively in the presentation, even in group situations.

* During performance evaluations, it is preferable for the homeroom teacher to concentrate on assessment while the ALT and others provide support to the students.

④ Follow-up Guidance

- Instructors should praise students who were examples of good performances in front of the whole class and provide feedback about what made them exceptional.

- Students who were given “C” grades on multiple evaluation items should be given individual follow-up guidance. Talk to the student about what they found difficult and how their performance could improve. Instructors should consider what kind of support will be beneficial for each individual student.