

An implementation of a CEFR-based writing Can-Do curriculum

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A growing number of Japanese institutions are adopting CEFR-based Can-Do curricula because of world-wide trends in education and recent MEXT guidelines. The authors were instrumental in developing and initiating the new Can-Do based writing curriculum at Tokai University. This article looks at (a) the elements of a Can-Do based curriculum, from the CEFR to students' post-assessment self-evaluation checklists, and (b) how self-assessment metrics work together to guide and inform both students and teachers in the learning process. This article presents Tokai's CEFR-based Writing Can-Do objectives and writing assessment rubrics and illustrates how Can-Do curricula can be applied in writing classes using multiple drafts and targeted teacher feedback. The intent of this article is to help readers contextualize both the challenges and opportunities posed by the inclusion of a CEFR-based Can-Do curriculum in required university writing courses.

世界的な教育の潮流となりつつある「ヨーロッパ共通参照枠 (CEFR)」と、それを反映した最近の文部科学省(MEXT)のガイドラインを受けて、多くの日本の教育機関がCEFRのCan-Do項目の概念に基づくカリキュラム構築を行っている。本稿の著者達は東海大学におけるCan-Do型のカリキュラム開発と導入に関わってきた。本稿は、(1) CEFR自体に始まり学生が学習後の自己評価に使うチェック・リストに至る、本カリキュラムを構成する要素について、(2) それらの道具や要素の体系的な利用が、学習プロセスにおいてどのように学生と教師を導き、必要な情報を提供したか、という2点をまとめたものである。特にここでは、ライティングのCan-Do項目 (到達目標) と評価ルーブリックを取り上げ、Can-Do型のカリキュラムが、学生に何度も書き直しをさせ教師が重要点にフィードバックをするタイプのライティング指導にいかにか効果的に適用できるかを事例を示しながら議論する。よって本稿の目的は、大学のライティング必修科目のカリキュラムにCEFRのCan-Do項目のアプローチを採用する試みを持つ大きな可能性と問題点について、読者に文脈を提供しながら詳説することである。

IN JAPAN, recent Ministry of Education, Culture, Sports, Science and Technology (MEXT) guidelines urge higher educational standards. As a result, a growing number of Japanese institutions are adopting Common European Framework of Reference for Languages (CEFR)-based curricula. The Foreign Language Center (FLC) at Tokai University has developed and initiated a new CEFR-based Can-Do curriculum for four required combined-skills courses: Listening and Speaking 1 and 2, and Reading and Writing 1 and 2. This paper examines the elements of a Can-Do based curriculum, from the CEFR to students' post-assessment self-evaluation checklists, focusing on the writing portion of the new Reading and Writing courses. It then explains how these elements work together to guide and inform both students and teachers in the learning process. Next, it explains how a Can-Do based curricula was ap-



plied at Tokai. Finally, this paper looks at the institutional challenges of initiating this new curriculum.

The MEXT push for accountability

Since 2004, MEXT has required all universities in Japan to submit to external accreditation evaluation, which is repeated in 7-year cycles. The aims of these evaluations are to increase transparency and accountability, while also ensuring both a general raising of standards and a uniform level of quality. The universities are given an assessment of *pass*, *probation*, or *fail*, and these results are publicized (Mulvey, 2010). In the current education climate where institutions are facing a declining population of students and the concurrent closure and merging of schools, a good public appearance is critical in the competition for student enrollment. Influenced by this educational climate, Tokai University began a major revision of its curriculum and required English language courses.

In 2007, management at Tokai decided to require each department to include Can-Do Statements in every course syllabi. For example, “At the end of this course, students will be able to... .” In addition, the FLC decided to base its Can-Do Statements (CDSs) for all required English courses on the CEFR.

CEFR overview

CEFR is an acronym for *The Common European Framework of Reference for Languages: Learning, Teaching, and Assessment*. CEFR (also known as CEF) is a set of guidelines for foreign language learning, teaching, and assessment criteria. CEFR describes in a comprehensive manner: (a) the competences necessary for communication, (b) the related knowledge and skills (i.e., vocabulary and grammar), and (c) the situations and domains of communication. CEFR provides clear standards to be attained at

successive stages of language learning. It includes descriptions of what learners are able to understand and express in various situations.

CEFR was created by the Council of Europe’s Language Policy Division between 1989 and 1996 as part of its “Language Learning for European Citizenship” project. CEFR is the result of research by applied linguists and pedagogical specialists from the 41 member states of the Council of Europe. In November 2001, a European Union Council Resolution recommended using CEFR to create validation systems for language ability. CEFR provides a basis for (a) an international recognition of language qualifications and (b) an international comparison of language certificates. CEFR documents are available in over 30 languages. CEFR has over 240 pages and contains approximately 925 ability descriptors. CEFR’s six levels are listed below.

CEFR’s 6 Levels

A: *Basic Speaker*

A1 Breakthrough (Beginner)

A2 Waystage (Elementary)

B: *Independent Speaker*

B1 Threshold (Pre-intermediate)

B2 Vantage (Intermediate)

C: *Proficient Speaker*

C1 Effective Operational Proficiency (Upper intermediate)

C2 Mastery (Advanced) [However, not necessarily equivalent to a native speaker level.]

For more details about CEFR, see Appendix 1.



Advantages of CEFR-based Can-Do statements

There are three main advantages for using CEFR-based CDs. Done well, they assure that students have the necessary foundation for later learning. They increase both teachers' and students' awareness of teaching and learning objectives. They also establish consistency between the objectives, teaching content, and learner assessment. Further, CDs help develop students' learner autonomy.

Building Tokai's CEFR-based English curriculum

The FLC also decided that it would revise its required English curriculum to use integrated-skills courses: Listening and Speaking 1 and 2 (LS1 & LS2) and Reading and Writing 1 and 2 (RW1 & RW2) instead of offering separate classes for each skill (listening, speaking, reading, and writing).

The FLC Director wanted students to achieve higher proficiency levels after finishing their required English courses. Furthermore, the Director established the following goals for students who had completed Tokai's new required curriculum:

Table 1. Student goals

Class Level	CEFR Targets
Basic	A1+ ~ A2
Intermediate	B1
Advanced	B2

Developing Tokai's Can-Do statements

In April 2008, four committees began working on separate CDs for reading, writing, listening, and speaking. They produced two documents with six course objectives for each of the sepa-

rate skills and three integrated skill objectives (listening and speaking, reading and writing).

In April 2009, new committees refined the previous year's work and then integrated the two skill areas. Textbooks were selected and grading criteria were decided. Syllabi were then written for four different levels: Basic, Lower Intermediate, Upper Intermediate, and Advanced. Classes meet twice a week for 90 minutes for 14 weeks with common reading tests given at the midterm and end of the semester.

Then in late 2009, FLC management decided that our student-oriented Can-Do statements should be expressed as 10 single sentences. (This is the reason the FLC's writing Can-Do statements contain many clauses.) Also during 2009, a variety of classes piloted the new Can-Do statements using the new textbooks and assessment rubrics. Teacher and student feedback was incorporated into additional training and revised course syllabi.

Numeric scales and grades

Tokai's required English course titles make no distinction between students' levels. However, students' final course grades need to reflect their relative language proficiency. In addition, it was too difficult to use different numeric scales for the different levels. Therefore, spreadsheets were developed that would take the raw scores from the writing assessments and recalibrate them to produce grades that reflect students' class levels.

The committee decided to have common reading (and listening) tests: twice in the 1st year but only a final test during the 2nd year. The rationale was that giving two tests during the 1st year would help students understand the difficulty of the reading tests and give them more motivation to develop better study skills. For reading, both tests would use passages from the chapters students had studied in their textbooks. In order



to make the common reading midterm and final tests in the 1st year fair, teachers needed to cover the same materials by the midterm date. As a result, our 1st year syllabi had to specify which materials should be covered on each of the 28 days of the semester. Grades for the 1st year are assigned based on the allocation shown in Figure 1. Figure 2 shows an example grade spreadsheet.

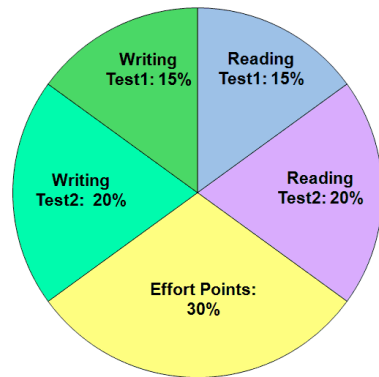


Figure 1. Grade proportions

Your Class Level:		Input area		Automatic Calculation										Input area
Name	Student #	Reading Midterm (Mac 30)	Writing Midterm (Mac 40)	Reading Final (Mac 40)	Writing Final (Mac 50)	Class work (Mac 30)	Reading Midterm (Mac 35)	Writing Midterm	Reading Final (Mac 20)	Writing Final	Total	Total	Final letter grade	Attendance
Tokai Tarou	08VC1101	28	35	37	38	27	14	9	13	13	55	82	A	27
Tokai Hanako	08VC1102	18	30	28	35	23	9	8	14	12	43	66	B	24
Tokai Kenji	08VC1104	15	28	20	32	20	9	7	10	11	36	56	C	20

Figure 2. Grade spreadsheet

Linking writing assessment rubrics to course goals

Once course goals were established, work began on creating writing curricula that could be linked to our CEFR-based state-

ments through detailed, evaluative criteria. The RW committee agreed that four genres (descriptive, narrative, expository, and compare & contrast) would form the basis of evaluation and that these genres would be repeated in both the 1st and 2nd years, regardless of class level. Following common practice within L1 and L2 composition instruction, descriptive/narrative writing was adopted as the first assignment. (The rationale behind this decision lies in their grammatical simplicity since descriptive writing and narrative writing require students to employ more implicit language while recalling past events, persons, places, or objects.) For the final writing exam, expository (thesis-driven or compare & contrast) writing assignments were designed.

The process of creating meaningful linkage between the CERF-based goals (i.e., Can-Do statements) and the evaluative metrics required careful consideration. First, the committee decided that assessment rubrics had to be created in a top down manner, meaning that our course goals should be directly linked to our assessment Can-Do statements, and, in turn, to individual assessment rubrics. Second, in order to make these assessment rubrics more skill targeted and meaningful, the committee also concluded that the assessment rubrics needed to be both genre and class-level specific. Figure 3 illustrates the relationship between these goals and assessment rubrics.

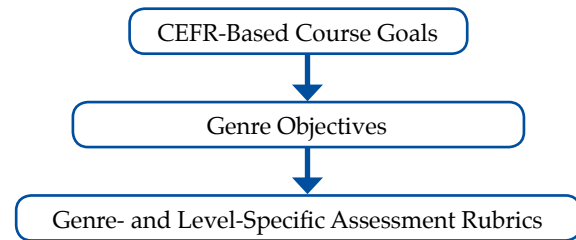


Figure 3. From course goals to assessment rubrics



Thus, in the end, the committee created 10-point analytic-based assessment rubrics for three class levels (basic, intermediate, advanced) and four writing genres (descriptive, narrative, simple expository, and compare & contrast). These assessment rubric descriptors were carefully written to reflect both Tokai's CEFR-based Can-Do goals and individual genre requirements. The final products were nine writing assessment rubrics for our 1st-year course, and an additional nine for our 2nd-year course (RW1 and RW2, respectively). In brief, these final rubrics clearly reflect a progression of writing skills (within each genre) that the new curriculum hoped to develop. Moreover, for instructors, these rubrics illustrate course expectations and establish clear goals for student performance and learning. See Appendix 2 for course goals for Basic RW1 and RW2 courses. Appendix 3 gives a Basic Narrative assessment rubric with its 10 assessment criteria.

After these core Can-Do curricula documents had been created, work on ancillary materials began. In particular, Can-Do definitions and new curricula guidelines were written to provide more support at both the student and teacher level. Definitions of each discourse genre along with clear guidelines regarding number of required drafts, word count, formatting, and so on were prepared. In addition, the RW Handbook provides teachers with “tips” to help link textbook chapters and exercises to midterm and final writing exam prompts. Next, explanations of writing criteria terminology (in simplified English and Japanese) were also created to help teachers and students understand the areas within a given text that were being examined. Finally, student self-assessment sheets were made so that students could reflect upon their own perceptions of their proficiency levels for each genre before and after each writing assignment was completed. (See Appendix 4 for an example.) As an important hallmark of CEFR-based programs, the student self-assessment sheets provide a valuable opportunity for “noticing” to occur within the learner. In addition, the student self-

assessment sheets provide teachers with an important tool when conferencing with their students and help to bridge the gap that often exists between students' perceptions of their performance (noticing) and teacher evaluation of actual performance.

Faulty development training

The new CEFR-based curriculum represents a significant institutional shift for the Foreign Language Center at Tokai for several reasons. First, it established clearer guidelines for course content and evaluation. Second, as mentioned earlier, the FLC decided to introduce a combined-skills approach for its required courses in order to encourage more communicative-based classroom teaching. Thus, the next critical step for the committee was to prepare a series of five mandatory faculty development (FD) sessions to orient and prepare our 150+ RW1 and RW2 teachers for these changes.

Explaining the new Can-Do-based curriculum

The first FD session began by outlining the goals and principles of CEFR-based programs, as well as illustrating how the committee had adopted and refined CEFR to balance Tokai's institutional goals with incoming freshmen English proficiency levels. Moreover, in the first FD session, the committee situated the new curriculum within several language acquisition frameworks in an effort to better define and explain the rationale for its adoption. Specifically, the committee utilized the *simultaneous acquisition model* to argue that our new curriculum, which was built upon limited but systematic input, would lead to enhanced student writing performance. The committee explained from multiple perspectives (curriculum development, teacher planning, and student learning) how the Plan, Do, Check, Action (PDCA) cycle was used to create the new program, and, more importantly, how it would be used to refine and improve the



program moving forward. Great care was taken to explain and discuss how adjustments and modifications would be made as a natural course of events, thus assuring that continued teacher input was vital for the success of the program. With each FD session, presentations and discussions grew increasingly tactical, focusing on the flow of each learning unit and the importance of student checklists within that flow. More concretely, the committee discussed how these checklists help to raise learners' awareness of the gaps between their inter-language and the target language, again creating more opportunities for noticing to occur.

Writing feedback & evaluation: Giving targeted teacher feedback

Under the previous 2-year required English curriculum at Tokai, individual skills had been taught separately. Typically, native-speaker and nonnative-speaker (NNS) teachers had segregated themselves by requesting to teach either productive or receptive skills. However, under the new CEFR-based curriculum, reading and writing skills were combined. As a result, the focus of the second and third FD trainings was devoted to illustrating how the new curricula, which include multiple opportunities for student self-assessment and reflection, would fit well with a process approach to writing instruction. For many NNS teachers, L2 composition instruction was often taught through a grammar-translation method. Thus, FD trainings attempted to illustrate how and why a process approach to writing, utilizing multiple drafts with targeted teacher feedback, is more pedagogically sound. In particular, the FD sessions included typical writing task sequences along with detailed examples of appropriate reader response feedback given on actual student essays at each draft level.

Norming: Evaluating student writing using Can-Do rubrics

As inter-rater reliability is always a concern when utilizing any scoring system, the committee took great care to prepare teachers to evaluate their students' in-class timed-writing exams. Therefore, the final two FDs were devoted to norming teachers on the scoring rubrics just days prior to the testing periods. These norming sessions provided teachers with the opportunity to use the rubrics on actual student paragraphs/essays (for the teacher's class level), and then to explain and negotiate scores with other teachers and committee members. If a teacher's score differed significantly (by more than 1 point under any of the criterion on a 5-point scale) from either the committee's scores or from their peers' scores, then teachers were asked to argue their rationale while citing specific areas or features within the text. Finally, large-group discussions were held within each class level (utilizing clear benchmarks) to discuss the more contentious areas of a particular composition until a consensus was reached. This style of norming hopes to ensure greater rater reliability across the new curriculum.

The FDs were performed in a number of steps. First, teachers were given sample student compositions and were asked to grade them using the rubric assessment sheets. Later, they were given the same writing samples that the committee had graded and annotated. Next, teachers were asked to compare the two sets of scores. Teachers were also asked to make note of any areas where their grades differed significantly from those of the committee. Later, at the Faculty Development session, teachers were broken into class levels and placed into groups of two to three. Each group went through their sample paragraphs or essays and discussed the points they had given under each criterion.



Outstanding issues: Going forward

The new curriculum represents substantial increases in institutional control, standardization, and educational quality. However, there are still challenges ahead. While some teachers appreciate the tighter curricula, others do not. In the absence of empirical data, there is presently no objective way to quantify what percentage this applies to on either side of the spectrum, but emotions do run strong at either extreme. What is clear, however, is a considerable decrease in teacher autonomy.

Autonomy

Autonomy and control exist at two ends of a scale. Like the swing of a pendulum, with an increase in institutional control and standardization comes a corresponding loss in teacher autonomy. The concern here is that one of the most important principles of a Can-Do system is learner autonomy, teaching students to take responsibility for their own learning. The question is, as Little (1995, 2004) raises, without teacher autonomy, is it possible to teach learners to be autonomous? Little contends that learner autonomy depends on teacher autonomy, and that “only pedagogies rooted in negotiation, sharing and reflection are apt to develop learner autonomy” (2009, p. 172). Furthermore, he states that “if we are serious about learner autonomy, we must be equally serious about its mirror image, teacher autonomy” (2004, p. 2). Teachers need the flexibility and the capacity to plan not just lessons, but trajectories of learning. To paraphrase Anderson (1987; cited in Raya, 2007), a curriculum which is excessively controlled becomes too rigid to function effectively; unbridled, it becomes *laissez faire*. Somewhere in between these extremes, a curriculum provides the freedom needed by teachers to function professionally and effectively in their classrooms.

With this particular curriculum, the pendulum is firmly on the side of institutional control. It rigidly enforces the use of a single

textbook series and follows a tight, content-rich syllabus. This situation requires teachers and students to primarily engage with content, taking valuable time away from the negotiation of learning objectives. Moreover, while assessment rubrics have been developed from course goals, they are not explicitly linked to the textbook series. Simply put, often there is little linkage between the appointed textbooks and these rubrics. This creates a disconnection between students’ needs (as identified in students’ self-assessment sheets) and course content. As a result, this compromise weakens the curriculum’s potential to empower students to take control of their own learning goals.

There are two possible approaches to bridge this shortcoming in the current curriculum. The first would be to develop supplementary materials which would more effectively link textbook content to the rubrics and student-learning goals. A second solution would be to allow teachers the freedom to choose their own teaching materials (or from a set of materials). Because all students will be tested on the same reading passages, and with standardization being essential, this latter alternative might seem difficult. However, a compromise would be to supply teachers with designated readings that must be covered for the common reading tests. These two solutions would effectively enable teachers to work more directly with the Can-Do check-sheets to reach students’ learning goals.

Portfolio system

Another concern is implementing a version of the European Language Portfolio (ELP). The Portfolio is an integral element of a Can-Do system. It is a tool that encourages learners to take primary responsibility for their learning and provides learners and teachers with a record of learners’ linguistic achievements, learning history, and evidence of proficiency. Currently, a portfolio system has not yet been implemented for this Can-Do curriculum. However, the committee is aware that it needs to become a future focus.



Conclusion

In conclusion, this paper gave an overview of a CEFR-based Can-Do curriculum. It described each element in detail and how these elements all work together to guide and inform both teachers and learners in the learning process. It also described how a Can-Do-based curriculum was implemented at Tokai University, including both the challenges already surmounted and those yet to be overcome.

The adoption of a CEFR-based Can-Do curriculum can help institutions attain substantial increases in standardization and accountability, as called for by new MEXT guidelines. In this sense, Tokai's new curriculum has effectively achieved its goal. However, while the new curriculum represents significant gains in institutional control and transparency of learning objectives, these gains have come at a cost to teacher autonomy. The complication is that teacher autonomy is central to the success of a CEFR-based curriculum. Without autonomy, teachers are not able to plan trajectories of learning in negotiation with their students. When it comes to the implementation of CEFR-based curricula, what is needed is a balance between control and autonomy. However, this is only one of the issues in implementing CEFR-based curricula. Implementing any new curricula requires a balance between program objectives, institutional goals, and operational limitations. At this point, the FLC is still working to develop and improve its new curriculum.

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Biodata

Jean Ware has been teaching English and computer-skills for the Foreign Language Center (FLC) at Tokai University for over 7 years. For the last 2 years, she has worked on the reading and writing committees for the FLC's new curriculum. Her research interests include optimizing students' learning through technology and multimedia and via extensive reading and extensive listening. She has an MA in English: TESOL from Eastern Washington University and has been teaching in Japan since 1999.

Charles Robertson holds a degree in English Education and a master's degree in Composition Studies (with an emphasis in L2 composition instruction and sociolinguistics) from Humboldt State University, Arcata, California. Research interests include L2 composition theory / instruction, ESP (Science communication), and project-based learning. He is Vice-Chair of the Unified Curriculum committee at Tokai University in the Foreign Language Education Center in Hiratsuka, Japan. He has published articles on the benefits of utilizing CALL technologies in L2 composition classrooms.

Steven Paydon teaches English for the Foreign Language Center at Tokai University. He has an MA in Applied Linguistics and a post-graduate certification in TESOL. He taught English in Australia and Taiwan before coming to Japan in 1999, and has been involved with the writing committees since joining the Tokai University FLC full-time in 2006. Otherwise, his teaching and research interests generally revolve around motivation, more specifically group dynamics, and are presently focused on cohesion and autonomy.

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Appendix I

Additional CEFR information

The table below compares CEFR levels with other common English proficiency exams (ALTE wiki, n.d.).

CEFR level	TOEFL	TOEFL iBT	TOEIC	IELTS exam
A1	-	-	-	1-2
A2	96 - 125	38 - 56	246 - 380	3
B1	126 - 175	57 - 86	381 - 540	3.5 - 4.5
B2	176 - 235	87 - 109	541 - 700	5 - 6
C1	236 - 275	110 - 120	701 - 910	6.5 - 7
C2	276+	-	910+	7.5+

The following table gives examples of general **Writing Can-Do's** and Assessment Criteria for two CEFR levels (COE Language Policy Division, 2009). Notice that as language learners' gain proficiency, the Can-Do statements become more numerous.

A1 level

- Can write simple isolated phrases and sentences.
- Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.
- Longer texts contain expressions and show coherence problems that make the text very hard or impossible to understand.

B1 level

- Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
- Can write accounts of experiences, describing feelings and reactions in simple connected text.
- Can write a description of an event, a recent trip – real or imagined.
- Can narrate a story.
- Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.
- Can write short, simple essays on topics of interest.
- Can summarize, report, and give his/her opinion about accumulated factual information on familiar routine and non-routine matters, within his field with some confidence.
- Can write very brief reports using a standard format, which pass on routine factual information and state reasons for actions.
- Texts are understandable, but occasional unclear expressions and/or inconsistencies may cause break-ups in reading.



Appendix 2

Tokai's Basic Writing Course objectives

Tokai University English		Writing Course Objectives		2010.04
		1 st -year Basic	2 nd -year Basic & 1 st -year Intermediate	
CEFR equivalency		A1+		A2
Writing				
Content / Organization				
W1 全般：内容と構造、速度 General: content, organization & speed	W1PB 日常的な事柄、興味のあること、自分の経験などについて短い基本的なパラグラフ（1段落）がおおよそ一時間ぐらいで書ける。 Can write a <u>short, basic paragraph</u> on topics related to everyday matters, personal interests, & experiences within about an hour.	W1B 日常的な事柄、興味のあること、自分の経験や専攻分野などについて典型的なパラグラフ（1段落）が一時間ぐらいで書ける。 Can write a <u>typical paragraph</u> on topics related to everyday matters, personal interests, experiences, & topics related to my major within an hour.		
Genre / Text type				
W2 根拠を示す説明文 Expository writing with support	W2PB 自分の好みや物事の比較などについて簡単な理由を含む短いパラグラフが書ける。 Can produce a short, basic paragraph that describes my preferences or compares two things with simple supporting ideas.	W2B 自分の好みや物事の比較などについて理由を含むパラグラフが書ける。 Can produce a typical paragraph that describes my preferences or compares two things with supporting ideas.		
W3 個人通信、仕事の文書 Official & personal documents	W3PB 個人的かつ公的なコミュニケーションの手段として、簡単な短いカード、手紙、eメールなどが書ける。 Can write short, simple letters, cards, & emails of both official & personal nature.	W3B 個人的かつ公的なコミュニケーションの手段として、簡単に定型のものならカード、手紙、メモ、eメールなどが書ける。 Can write letters, memos, cards, & emails of both official & personal nature, if they are simple & formulaic.		
Language				
W4 つなぎ言葉 Linking words	W4PB 簡単なつなぎ言葉（and, but, so など主に等位接続詞）を使って短い文ならつなぐことができる。 Can write a series of simple sentences linked with mostly coordinating conjunctions such as “and,” “but,” & “so.”	W4B 典型的なつなぎ言葉（because, though などの従属接続詞を含む）を使って文をつなぐことができる。 Can write a series of sentences linked with typical conjunctions (including simple subordinate conjunctions such as “because” & “though”).		
W5 文法力 Grammar	W5PB 簡単な構造の文であれば、ほぼ文法的に正確な文が書ける。 Can write simple, grammatically accurate sentences most of the time.	W5B 基本的な構造の文であれば、文法的に正確な文が書ける。 Can write the sentences of basic structure with correct grammar.		
W6 表現力 Expression	WP6B 何とか自己表現ができるくらいの簡単な語彙(1000語レベル)や表現を使うことができる。 Can utilize quite basic vocabulary (1000-word level) & phrases to make myself understood.	W6B おおよそ自己表現ができるくらいの簡単な語彙(2000語レベル)や表現を使うことができる。 Can utilize basic vocabulary (2000-word level) & phrases to express myself.		
Reading and Writing Interaction				
R&W1 状況に応じた 返答 Contextualized response	R&W1PB ごく簡単なメモやeメールに対して簡潔な返事がおおよそ書ける。 Can write a short response to memos &/or emails most of the time.	R&W1B 簡単なメモやeメールに対して内容に合った簡潔な返事が書ける。 Can write an adequate, concise response to simple memos &/or emails.		
R&W2 書式の要求への対応 Response to forms	R&W2PB 単純な書式のアンケートならおおよそ応えることができる。 Can fill out simple questionnaire-type forms most of the time.	R&W2B 定型的なアンケートや調査なら指定通り応えることができる。 Can respond to formulaic questionnaires & surveys satisfactorily.		
R&W3 評価と推敲 Evaluation & revision	R&W3PB 自分のクラスメートが書いた簡単なパラグラフを批判的に読んで基本的な修正ができる。 Can critically read a short paragraph written by myself, or by peers & make basic revisions.	R&W3B 自分のクラスメートが書いたパラグラフを批判的に読んで必要な修正ができる。 Can critically read a paragraph written by myself, or by peers, & make necessary revisions.		



Appendix 3

Basic Narrative Writing assessment sheet

Narrative Writing Assessment Sheet (Basic): 物語文(ナラティブ)か描写文

<1 = student cannot do this, 2 = poor, 3 = fair, 4 = good, 5 = excellent>

<1=できない, 2=あまりできない, 3=まあまあできる, 4=できる, 5=よくできる>

<p>1. Organization (構造) Student can write a typical paragraph with clear distinction between topic sentence, supporting details, and concluding sentence.</p> <p>トピックセンテンス(主題文)・それを支える詳細・結論文(まとめの文)が明確に区別された典型的なパラグラフが書ける。</p>	1---2---3---4---5
<p>2. Content (内容) Student can write a simple narrative or description with a clear message.</p> <p>簡単な内容(一高校中級レベル)を明確に伝える文章が書ける。</p>	1---2---3---4---5
<p>3. Idea Development (論理の展開) Student can develop ideas based upon typical paragraph requirements.</p> <p>トピック・センテンス、詳細、結論文の内容がスムーズにつながった文章が書ける。一般的なことに具体的な説明をつけることができる。</p>	1---2---3---4---5
<p>4. Cohesion / Consistency (一貫性) Student can maintain the development of the main idea, and cohesion between sentences, in a basic paragraph. Simple cohesive devices are used.</p> <p>基本的なパラグラフにおいて、個々の文や詳細が主題を支えるような一貫した文章が書ける。簡単なつながり言葉が使われる。</p>	1---2---3---4---5
<p>5. Quality of Support and Reasoning (サポートや根拠の質) Student can write basic details to support the main idea in a simple paragraph.</p> <p>主題を説明したりサポートしたりする詳細を書くことができる。</p>	1---2---3---4---5
<p>6. Sociolinguistic control (社会言語学的能力) Student has an emerging ability to use expressions that convey their ideas appropriately.</p> <p>自分の考えをおおよそ適切に伝える表現や文を使うことができ始めた。</p>	1---2---3---4---5
<p>7. Grammatical control (文法的能力) Student can use basic transitions and conjunctions.</p> <p>簡単な文をつないで複数の節(部分)から成る構造(重文・複文)を作ることができるくらい文法力がある。</p>	1---2---3---4---5
<p>8. Conjunctions / Transitions / Discourse Markers (つなぎ言葉) Student can use basic transitions and conjunctions.</p> <p>基本的なつなぎ言葉や談話マーカー(=文の流れを作る言葉)を使うことができる。</p>	1---2---3---4---5
<p>9. Vocabulary (語彙) Student can use simple words to convey their ideas.</p> <p>自分の考えを伝えるために簡単な単語を使うことができる。</p>	1---2---3---4---5
<p>10. Mechanics & Spelling (句読点法) Student can use basic punctuation rules correctly.</p> <p>基礎的な句読点の法則(大文字の使用、段落の最初を下げることなども含む)を正しく使うことができる。</p>	1---2---3---4---5



Appendix 4

Basic-level student checklist

<RW1 - Basic-level Student Checklist #1 / #2>

Name _____

Instructions: Write your teacher's name and your student ID. Then mark the corresponding letters and numbers below. (Don't mark the numbers under the teacher name.)

先生名	レベル	学生番号	下のケタを記入してから正確にマークしてください																	
1	<input type="checkbox"/>	14	<input type="checkbox"/>	A	<input type="checkbox"/>	B0	B	<input type="checkbox"/>	A	<input type="checkbox"/>	N	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>	1	<input type="checkbox"/>
2	<input type="checkbox"/>	15	<input type="checkbox"/>	I	<input type="checkbox"/>	D	D	<input type="checkbox"/>	E	<input type="checkbox"/>	O	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>	2	<input type="checkbox"/>
3	<input type="checkbox"/>	16	<input type="checkbox"/>	B	<input type="checkbox"/>	B1	E	<input type="checkbox"/>	C	<input type="checkbox"/>	P	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>	3	<input type="checkbox"/>
4	<input type="checkbox"/>	17	<input type="checkbox"/>		<input type="checkbox"/>	C	C	<input type="checkbox"/>	D	<input type="checkbox"/>	Q	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>	4	<input type="checkbox"/>
5	<input type="checkbox"/>	18	<input type="checkbox"/>		<input type="checkbox"/>	B2	H	<input type="checkbox"/>	E	<input type="checkbox"/>	R	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>	5	<input type="checkbox"/>
6	<input type="checkbox"/>	19	<input type="checkbox"/>		<input type="checkbox"/>	J	J	<input type="checkbox"/>	F	<input type="checkbox"/>	S	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>	6	<input type="checkbox"/>
7	<input type="checkbox"/>	20	<input type="checkbox"/>		<input type="checkbox"/>	B3	M	<input type="checkbox"/>	C	<input type="checkbox"/>	T	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>	7	<input type="checkbox"/>
8	<input type="checkbox"/>	21	<input type="checkbox"/>		<input type="checkbox"/>	D	S	<input type="checkbox"/>	H	<input type="checkbox"/>	U	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>	8	<input type="checkbox"/>
9	<input type="checkbox"/>	22	<input type="checkbox"/>		<input type="checkbox"/>	B4	P	<input type="checkbox"/>	I	<input type="checkbox"/>	V	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>	9	<input type="checkbox"/>
10	<input type="checkbox"/>	23	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	J	<input type="checkbox"/>	W	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>
11	<input type="checkbox"/>	24	<input type="checkbox"/>		<input type="checkbox"/>	B6	K	<input type="checkbox"/>	K	<input type="checkbox"/>	X	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
12	<input type="checkbox"/>	25	<input type="checkbox"/>		<input type="checkbox"/>		L	<input type="checkbox"/>	L	<input type="checkbox"/>	Y	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
13	<input type="checkbox"/>	26	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	M	<input type="checkbox"/>	Z	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

The following are the objectives of this course (until the Mid-term test). Think about your present ability and mark one evaluation for each item. You can use either a pencil or pen. We hope that you will study hard both in class and at home to achieve these objectives. Please be careful not to bend this sheet.

< Writing: Narrative or Descriptive >

		Can't do	Can't do well	Can do fairly well	Can do well
W1	I can write a typical paragraph with clear distinction between topic sentence, supporting details, and concluding sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W2	I can write a simple narrative or description with a clear message.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W3	I can develop ideas based upon typical paragraph requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W4	I can maintain the development of the main idea, and cohesion between sentences, in a basic paragraph. Simple cohesive devices are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W5	I can write basic details to support the main idea in a simple paragraph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

< Writing: Narrative or Descriptive >

		Can't do	Can't do well	Can do fairly well	Can do well
W6	I have an emerging ability to use expressions which convey their ideas appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7	I can combine simple sentences to form multiple-clause structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W8	I can use basic transitions and conjunctions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W9	I can use simple words to convey their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10	I can use basic punctuation rules correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11	I can write a short response to memos &/or emails most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12	I can fill out simple questionnaire-type forms most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13	I can critically read a short paragraph written by myself, or by peers & make basic revisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

< Reading >

Note: Except the Graded Readers level in Item #R2, the qualifiers "very short, simple readings" mean the reading level is the high school intermediate level.

		Can't do	Can't do well	Can do fairly well	Can do well
R1	I can preview very short, simple readings to a certain degree; understand texts by using a dictionary or visual supports; organize information; & respond simply to a text (e.g. agree/disagree, like/dislike, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R2	I can understand high frequency vocabulary, & read passages using up to 250 basic words (e.g. Graded Readers levels 0-1; White & Pink) at 80-100+ words per minute with 95% comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R3	I can understand very short, simple texts on familiar, everyday topics in articles, correspondence, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R4	I can skim for the general idea; & scan for words & short phrases in very short, simple texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R5	I can identify topics; & understand the main ideas in very short, simple texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6	I can understand simple sentence structures (e.g. single-clause sentences, & sentences consisting of clauses connected by coordination), simple tenses, & references.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

