

Syllabus Development Guide: AP Japanese Language and Culture

To the AP teacher: Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. The guide contains the following sections and information:

Curricular Requirements	The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.	Important Considerations	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
Scoring Components	Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components”. Reviewers will look for evidence that each scoring component is included in your course.	Reference	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
Key Terms	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	Samples of Evidence	For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.
Evaluation Guidelines	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to interpret any requirement you may find ambiguous.		

Curricular Requirements	Scoring Components, Key Terms, Evaluation Guidelines, Important Considerations, References and Samples of Evidence			
Curricular Requirement 1: The course prepares students to demonstrate their level of Japanese proficiency across the three communicative modes: interpretive, interpersonal, and presentational; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in Standards for Foreign Language Learning in the 21st Century (Standards). (For Standards descriptions, see Standards Executive Summary. For Intermediate Mid and Intermediate Low proficiency descriptions, see ACTFL Proficiency Guidelines.)	Scoring Component 1*: The course prepares students to demonstrate their level of Japanese proficiency across the interpretive communicative mode at the intermediate low to intermediate mid range of the ACTFL proficiency guidelines.			
	*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Interpretive communicative mode: refers to receptive abilities, the appropriate cultural interpretation of written and spoken language, and the ability for students to make inferences based on the information they receive. Some examples of interpretive communicative mode include: listening to a broadcast, reading an authentic text (e.g. essay, story, newspaper), or viewing a film clip.	If syllabus states that the course prepares the students to demonstrate their level of proficiency in the interpretive mode of communication at the intermediate low to intermediate mid range of ACTFL proficiency guideline and if syllabus includes at least a few examples (such as group discussions, interviews, and writing e-mail messages), then the component is met. (There must be at least one example of both oral mode and written mode.)	The syllabus can demonstrate evidence of the level of Japanese proficiency through a variety of listening and reading activities that range from the intermediate low to mid. The selection of listening and reading resources should be varied, frequently integrated, mostly authentic (i.e. original material that has not been altered in any way so as to be geared for the non-native audience), and at the appropriate level.	For more information see pages 4-5 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	In the course outline the syllabus states that, "Students listen to broadcasts and answer comprehension questions."	In the course outline, the syllabus states, "Students read stories and retell them in their own words."	The syllabus states, "Students view film clips and summarize the content."	

Curricular Requirement 1 (continued): The course prepares students to demonstrate their level of Japanese proficiency across the three communicative modes: interpretive, interpersonal, and presentational; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in Standards for Foreign Language Learning in the 21st Century (Standards). (For Standards descriptions, see Standards Executive Summary. For Intermediate Mid and Intermediate Low proficiency descriptions, see ACTFL Proficiency Guidelines.)	Scoring Component 2: The course prepares students to demonstrate their level of Japanese proficiency across the interpersonal mode at the intermediate low to intermediate mid range of the ACTFL proficiency modes.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Interpersonal mode: refers to interactive, two-way communication, both spoken and written. The interpersonal mode is characterized by the active negotiation of meaning among individuals. Some examples of interpersonal mode include: face-to-face communication, and exchanging email messages.	If the syllabus states that the course prepares the students to demonstrate their level of proficiency in the interpersonal mode of communication at the intermediate low to intermediate mid range of ACTFL proficiency guideline and if the syllabus includes at least a few examples (such as group discussions, interviews, and writing e-mail messages), then the component is met. (There must be at least one example of both oral mode and written mode.)	The syllabus can demonstrate evidence of the level of Japanese proficiency across interpersonal modes through a variety of activities that involve two-way communication in both spoken and written language.	For more information see page 5 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus states, "Students engage in discussions where they state their opinions on controversial issues such as gun control."	The course outline of the syllabus states, "Students exchange e-mails and text chat in Japanese with students in Japan."	The course outline in the syllabus states, "Students engage in face-to-face activities such as impromptu role plays."	

Curricular Requirement 1 (continued): The course prepares students to demonstrate their level of Japanese proficiency across the three communicative modes: interpretive, interpersonal, and presentational; at the Intermediate Mid to Intermediate Low range of the ACTFL Proficiency Guidelines; and as articulated in Standards for Foreign Language Learning in the 21st Century (Standards). (For Standards descriptions, see Standards Executive Summary. For Intermediate Mid and Intermediate Low proficiency descriptions, see ACTFL Proficiency Guidelines.)	Scoring Component 3: The course prepares students to demonstrate their level of Japanese proficiency across the presentational modes at the intermediate low to intermediate mid range of the ACTFL proficiency modes.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Presentational mode: primarily involves productive abilities: speaking, writing, and showing. Some examples of the presentational mode include: giving a speech or power-point presentation, writing an article for the school newspaper, or creating a brochure.	If the syllabus states that the course prepares the students to demonstrate their level of proficiency in the presentational mode of communication at the intermediate low to intermediate mid range of ACTFL proficiency guideline and if syllabus includes at least a few examples to achieve this goal, such as project presentations and project reports, then the evidence is sufficient. (There must be at least one speaking and one writing example.)	The syllabus can demonstrate evidence of the level of Japanese proficiency of one-way communication through a variety of activities ranging from intermediate low to mid in both spoken and written language. One example of presentational communication may include both written and spoken language and would therefore meet the component.	For more information see pages 5-6 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Students give presentations with or without PowerPoint visuals."	The course outline in the syllabus states, "Students perform skits or give speeches."	The course outline in the syllabus states, "Students participate in a variety of activities that require them to write articles for the school newspaper, and create brochures or posters."	

Curricular Requirement 2: In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between the target language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.	Scoring Component 4: In addition to communication, the course addresses cultural competence.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Cultural competence: addresses the relationship between the target culture's products, practices, and perspectives. Products are both tangible (tools, books, music and so on) and intangible (laws, conventions, institutions and so on). Practices are the patterns of social interactions within a culture. Perspectives are the values, attitudes, assumptions or reasons that underlie both practices and products.	Evidence must be credited wherever it is found, even if it is listed in unexpected places (for example, Interpersonal Communication evidence identified as a Connections activity). Evidence is to be credited even if it is mislabeled (e.g., an Interpretive activity identified as a Presentational activity).	The syllabus should provide evidence that cultural products, practices and perspectives are addressed.	For more information see page 4 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Students discuss Japanese business cards. What are they like? When do people use them? How are they handled and why? What are you supposed to do once you get them?"	The course outline in the syllabus states, "What is the significance of Matsuri in Japanese culture and religion? How about festive events in American culture?"	The course outline in the syllabus states, "The instructor introduces a heroic figure from the target culture through a literary excerpt or a video clip. The teacher then asks the students to address the question: do heroic traits cross cultural lines? Students discuss why certain deeds are regarded heroic in one country but may not be in another (e.g., how POWs are viewed)."	

<p>Curricular Requirement 2 (continued): In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between the target language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.</p>	Scoring Component 5: In addition to communication, the course addresses connections to other school disciplines.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Connections: Students acquire knowledge and reinforce and further their knowledge of other school disciplines (such as social studies, science, literature and art) through the target language and culture.	<p>If a particular practice or topic in a requirement is not stated explicitly but it is reasonable to infer its existence based on explicit evidence of other related practices or content coverage within the syllabus, then the requirement has been satisfied.</p> <p>If syllabus identifies other school disciplines that students study in Japanese class or if the topic can reasonably be expected to cover other school disciplines, then the component is met. For instance, the syllabus might include topics related to history, geography, literature, etc.</p>	The syllabus should include activities in which students acquire knowledge and reinforce and further their knowledge of other school disciplines (such as social studies, science, literature and art) in Japanese.	For more information see page 3 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Students learn about and/or discuss the Japanese Internment Camp."	The course outline in the syllabus states, "Students learn about haiku and write haiku in Japanese."	The course outline in the syllabus states, "Students learn about climate patterns in various parts of Japan and learn about how the Japanese geography determines various climates in Japan."	

<p>Curricular Requirement 2 (continued): In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between the target language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.</p>	Scoring Component 6: In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Comparisons: Students understand the nature of the target language and culture through comparison of the target language and their own language and the target culture and their own culture. Students make comparisons to gain insight into the nature of language and culture and to develop an appreciation for cultural diversity.	If the syllabus states that students compare Japanese language and culture and those of the learners, then the component is met. If the activities can reasonably be expected to compare Japanese language and that of the learners, then the component is met. Both language and culture comparisons must be included.	The syllabus should include activities for both culture comparison and language comparison. The syllabus should indicate that the students discuss both similarities and differences.	For more information see page 3 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Students compare the way of showing respect in Japanese with that of their own language. Students compare loan words between the two languages (Compare Japanese words in English and English words in Japanese)." (language comparison)	The course outline in the syllabus states, "Students compare gift giving customs in Japan and in their culture including the occasion for gift-giving, for whom, appropriate items, and appropriate price of the gift." (culture comparison)	The course outline in the syllabus states, "Students discuss how annual events (e.g., Christmas) are celebrated in Japan and in their own culture. Students also discuss the religious perspective of the celebration." (culture comparison)	

<p>Curricular Requirement 2 (continued): In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between the target language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.</p>	Scoring Component 7: In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Communities: Students use the target language both within and beyond the school setting. Some examples include but are not limited to: performing in the language for parents' organizations, interviewing native speakers and others who have traveled or lived in countries where the target language is spoken, interacting in the classroom with visitors who speak the target language, or communication with pen pals.</p>	<p>If students participate in activities outside the classroom (go to Japanese festivals, meet native speakers of Japanese, watch a film at a friend's house, surf the internet for Japanese websites) and/or the class invites native speakers of Japanese to introduce Japanese culture, etc, then the component is met.</p>	<p>The person with whom students use Japanese does not have to be a native speaker (i.e., this person could be another Japanese language learner).</p> <p>The syllabus can demonstrate language use "beyond the school setting" through activities that incorporate the internet, telephone or regular mail.</p> <p>The syllabus can demonstrate communication outside of the traditional school environment without leaving the school through activities that foster interaction with students who are at a lower level of Japanese.</p>	<p>For more information see page 3 of the AP Japanese Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	<p>The course outline in the syllabus states, "Students invite native speakers of Japanese to their class and interview the guests."</p>	<p>The course outline in the syllabus states, "Students exchange e-mail messages with students in Japan or students at other schools."</p>	<p>The course outline in the syllabus states, "Students visit local businesses (e.g. restaurants) and interact with people there in Japanese (e.g. order food in Japanese)."</p>	

Curricular Requirement 3: The teacher uses Japanese almost exclusively in class and encourages students to do likewise.	Scoring Component 8: The teacher uses Japanese almost exclusively in class and encourages students to do likewise.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus states that the course is conducted in Japanese, then the requirement is met. This component can also be evidenced through obvious encouragement to students for speaking in Japanese, by proclamation of immersion, or other similar evidence.	The syllabus should mention that the teacher uses Japanese almost exclusively in class.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus mentions that the teacher uses Japanese almost exclusively in class.	The syllabus states that students use Japanese almost exclusively in class.	The syllabus states that students sign a language pledge, promising that they will only use Japanese in class.	

Curricular Requirement 4: The teacher ensures that the selected themes and topics are developmentally and intellectually appropriate for the students.	Scoring Component 9: The teacher ensures that the selected themes are developmentally and intellectually appropriate for the students.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus identifies themes and topics that are developmentally and intellectually appropriate for the students, then the component is met.	Themes and topics need to be both developmentally and intellectually appropriate for adolescents and young adults. Some appropriate topics include, but are not limited to, home life, leisure, transportation, career, educational system, the body, and health.	For more information see page 4 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Students discuss their health (describing symptoms, conversation with doctors, discussing medical insurance)."	The course outline in the syllabus states, "Students discuss the environment (recycling, natural resources, and global warming)."	The course outline in the syllabus states, "Students discuss employment and unemployment."	

Curricular Requirement 5: The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.	Scoring Component 10: The teacher chooses from among both conventional print and audio materials designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	To demonstrate evidence that all varieties of required resource materials are covered, the syllabus should include a list of resources.	For more information see page 6 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	In addition to materials for language learners, the syllabus integrates the use of auditory materials for native speakers (e.g. radio programs, CDs).	In addition to materials for language learners, the syllabus integrates the use of reading materials for native speakers (e.g. newspapers, magazines, books, and web-based texts).	In addition to materials for language learners, the syllabus integrates the use of visual materials for native speakers (e.g. TV programs, movies, DVDs, animated computer programs, and websites).	

<p>Curricular Requirement 5 (continued): The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. He or she also makes use of materials generally used by native Japanese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. The teacher scaffolds students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.</p>	Scoring Component 11: The teacher scaffolds students' experiences with materials for native speakers.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Scaffold: the teacher provides support for reading and listening. Some examples include, but are not limited to: pre-listening and pre-reading activities; building a schemata; using visual aids; having students organize information or ideas using graphic organizers, tables or graphs; asking guiding questions; and breaking down large projects into a manageable size; etc.	If the syllabus contains any evidence that the teacher employs any scaffolding techniques listed in the definition above, then the component is met.	<p>If the teacher has chosen texts that are beyond the students' level, then he or she should include an example of scaffolding.</p> <p>Evidence of scaffolding activities can be demonstrated through listening and reading activities, either before, during the activities, and/or after the activities.</p> <p>Students may read or listen to related articles in English and obtain background knowledge before reading or listening to Japanese passages. This would be a form of scaffolding.</p>	For more information see page 6 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Pre-reading activities: Before reading an article on Japanese heroic figures, students talk about heroic figures in their culture. They list what the person did and what makes him/her a hero in their own culture."	The course outline in the syllabus states, "Students are given a partially finished outline and fill in the blanks as they read the text or as they listen to/view the materials."	The course outline in the syllabus states, "The instructor helps students break down large texts into manageable parts."	

Curricular Requirement 6: The course teaches students to develop both communication and language-learning strategies.	Scoring Component 12: The course teaches students to develop communication strategies.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Communication strategies: strategies students use to make communication easier and more fluid. Some examples include skimming, scanning (reading and listening), negotiation of meaning (interpersonal communication), using circumlocution or a synonym (speaking and writing), and adjusting and approximating the message (cultural knowledge).	<p>If teachers state they are using communication strategies, then this component is met.</p> <p>In the absence of language-learning and/or communication strategies, the component is met if it can be inferred from other activities that students will develop these strategies.</p>	Instructors can demonstrate evidence of communication strategies used in the course by providing examples of activities and/or teaching strategies.	For more information see page 4 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Scanning and skimming for reading and listening: Students scan texts looking for the keywords. Students get the gist from the texts for reading and listening."	The course outline in the syllabus states, "Negotiation of meaning for interpersonal communication: Students practice clarification requests when communication breakdown occurs."	The course outline in the syllabus states, "Circumlocution for speaking and writing: Students practice circumlocution and paraphrasing when they do not know the exact Japanese expressions."	

Curricular Requirement 6 (continued): The course teaches students to develop both communication and language-learning strategies.	Scoring Component 13: The course teaches students to develop language-learning strategies.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Language learning strategies: communication strategies that include specific actions, behaviors, steps and techniques that students use to improve their progress in developing second language skills. Some examples include, but are not limited to, grouping, semantic mapping, kanji web (using hen, meaning, sound), using imagery, analyzing expressions, using a learning journal, asking questions, cooperating with others, and using physical response.	<p>If teachers state they are using language learning strategies, then this component is met.</p> <p>In the absence of language-learning and/or communication strategies, the component is met if it can be inferred from other activities that students will develop these strategies.</p>	Instructors can demonstrate evidence of language-learning strategies used in the course by providing examples of activities and/or teaching strategies.	For more information see page 4 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Grouping: Students categorize vocabulary items into semantically related categories."	The course outline in the syllabus states, "Students keep a language-learning journal and discuss their language learning process with their classmates."	The course outline in the syllabus states, "Kanji web (Connection between hen, meaning, sound): Students create kanji web and learn (reinforce) that components of kanji and the relationship between kanji and the meaning."	

<p>Curricular Requirement 7: The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of her or his learners.</p>	Scoring Component 14: The teacher implements structured cooperative learning activities to support frequent interpersonal interaction.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Cooperative learning activities: are used in small teams in which students increase their understanding of Japanese language. Some examples include pair work, group projects, group discussions, role-play, and presenting dramas.	If the syllabus includes evidence that students work with partners or in small groups (e.g., pair work, discussions, group projects), then the component is met.	Scoring Component is clear and explicit. No Important Considerations are needed.	For more information see page 6 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Pair-work activities: Students ask each other questions about passages that they have just read."	The course outline in the syllabus states, "Students regularly participate in small group discussion on issues relevant to adolescents, such as discussing pros and cons of school uniforms."	The course outline in the syllabus states, "Students participate in small group projects, such as making a brochure about their high school."	

<p>Curricular Requirement 7(continued): The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of her or his learners.</p>	Scoring Component 15: The teacher employs a range of instructional strategies to meet the diverse needs of her or his learners.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Instructional strategies: involve techniques, steps, actions, and behaviors used by the teacher to improve the students' understanding of Japanese language. The teacher should employ a range of instructional strategies such as pair-work, group projects, group discussions, presentations, individual work, and skits. The teacher also uses a range of types of materials such as audio material, audiovisual material, and visual material.</p>	<p>If three distinct strategies are evident, including those which satisfy components 11 and 14, then the component is met.</p>	<p>To demonstrate evidence of instructional strategies to meet the diverse needs of learners the syllabus should provide a variety of examples of these strategies. For example, Independent/Experiential learners, Auditory/Visual, Individual/Group-oriented, Deductive learning (want instruction?) /Inductive learning (want to find out?) /hands-on or not. The syllabus should include both speaking and writing activities.</p>	<p>For more information see page 6 of the AP Japanese Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	<p>The course outline in the syllabus states, "Hands-on: Students go on field trips (for example, students go to a Japanese restaurant and order food in Japanese), play games, and conduct surveys and experiments."</p>	<p>The course outline in the syllabus states, "Interactive: Students conduct debates and discussions, have brain storming sessions and do problem solving activities."</p>	<p>The course outline in the syllabus states, "For independent students: Students conduct research projects, receive CAI, and write journals. Students perform problem solving activities and discussions (the teacher is a facilitator in this activities.)"</p>	

Curricular Requirement 8: Formative and summative assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.	Scoring Component 16: Formative assessments are frequent and varied.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Formative assessment: an assessment whose purpose is to get information that can be used to reflect on students' learning. Assignments such as role-play, class discussions, written summaries, and other class activities as well as quizzes can be used to inform students of their strengths and weaknesses and inform teachers if they need to adjust their teaching strategies to meet students' needs. The results of these assessments are not necessarily included in the students' final grades.</p> <p>Frequent: If a syllabus states that activities occur on a regular basis throughout the year, it can be considered 'frequent'. If only one example is given, an explicit statement is sufficient. If no statement is given, the syllabus should demonstrate that activities occur on a regular basis in each unit.</p>	<p>If syllabus contains assessments that can be inferred to be formative as well as summative, then the component is met.</p> <p>Assessments may not necessary be in the form of a quiz or test. If the syllabus has assignments and it can be inferred that the assignments are used as assessments, then the component is met.</p>	<p>The syllabus can demonstrate evidence of formative assessments by providing explicit examples of the types of formative assessments (via assignment, activity or assessment) implemented throughout the course.</p> <p>Both spoken and written formative assessment should be included in the syllabus.</p>	For more information see page 6 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Students are given regular kanji and vocabulary quizzes and the results are used to inform instruction."	The course outline in the syllabus states, "Portfolio: Students create portfolios and reflect on their progress."	The course outline in the syllabus states, "Assignments: The teacher collects the assignments and checks on what students can and cannot do to monitor students' progress."	

Curricular Requirement 8 (continued): Formative and summative assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.	Scoring Component 17: Summative assessments are linked to the Standards' goal areas.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Summative assessment: an assessment whose purpose is to give a grade that reflects the student's performance. Some examples include quizzes, presentations, project work, chapter tests, oral interviews, and final examinations.	<p>If the syllabus has midterm and/or final exams and projects and/or oral assessments, then the component is met.</p> <p>If the assessment can be directly linked to one of the communication modes, whether or not it is explicitly stated, then the component is met.</p>	<p>The syllabus should include both interpretive, interpersonal, culture, and performance assessment.</p> <p>The syllabus should include both spoken and written assessments.</p>	<p>For more information see page 6 of the AP Japanese Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The course outline in the syllabus states, "Students are given an oral and written mid-term/final exam for interpretive assessment."	The course outline in the syllabus states, "In addition to written exams, students are given oral interviews."	The course outline in the syllabus states, "Students are assigned research papers and oral presentations."	

<p>Curricular Requirement 8 (continued): Formative and summative assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.</p>	Scoring Component 18: Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	If the syllabus includes a rubric or if the syllabus states that the teacher shares the grading criteria with the students, then the component is met.	<p>The syllabus should state that the teacher shares the grading criteria with his or her students.</p> <p>The syllabus may contain a rubric to be used to assess the student's performance.</p>	For more information see page 6 of the AP Japanese Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus states that the teacher shares with her students the rubric by which their work will be evaluated prior to each assessment.	The instructor attaches a copy of a rubric to the syllabus.	The syllabus states that prior to each assessment, the instructor and students work together to create the grading criteria.	

Curricular Requirement 9: The course provides students with frequent opportunities to conduct Web searches, word process, and e-mail in Japanese.	Scoring Component 19: The course provides students with frequent opportunities to conduct Web searches in Japanese.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Frequent: If a syllabus states that activities occur on a regular basis throughout the year, it can be considered 'frequent'. If only one example is attached, a statement is sufficient. If no statement occurs, the syllabus should demonstrate that activities occur in more than one unit.	If the syllabus includes activities that require Web searches (e.g., research project), then the component is met.	The syllabus can demonstrate evidence of activities that include web-searches by providing an explicit statement and at least one example of an activity that requires web searches.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus states that students have frequent opportunities to do web searches for projects such as research on Japanese holidays using the internet and give a presentation.	The syllabus states that students have frequent opportunities to do web searches for projects such as research on the Japanese educational system using the internet.	The syllabus states that students regularly do research on current events in Japan using the internet.	

Curricular Requirement 9 (continued): The course provides students with frequent opportunities to conduct Web searches, word process, and e-mail in Japanese.	Scoring Component 20: The course provides students with frequent opportunities to word process in Japanese.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Frequent: If a syllabus states that activities occur on a regular basis throughout the year, it can be considered 'frequent'. If only one example is given, an explicit statement is sufficient. If no statement is given, the syllabus should demonstrate that activities occur on a regular basis in more than one unit.	If the syllabus includes activities that require word processing skills (e.g., writing research papers, creating PowerPoint presentations) and writing e-mails or text chatting in Japanese (e.g., to classmates or students outside of school), then the component is met.	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus states that students have frequent opportunities to word process for assignments such as writing a research paper.	The syllabus states that students are required to give PowerPoint presentations.	The syllabus states that students are required to regularly write emails or text chat in Japanese.	

Curricular Requirement 9 (continued): The course provides students with frequent opportunities to conduct Web searches, word process, and e-mail in Japanese.	Scoring Component 21: The course provides students with frequent opportunities to write emails in Japanese.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Frequent: If a syllabus states that activities occur on a regular basis throughout the year, it can be considered 'frequent'. If only one example is given, an explicit statement is sufficient. If no statement is given, the syllabus should demonstrate that activities occur on a regular basis in more than one unit. Email: includes email and online text chat.	If the syllabus includes activities that require writing e-mails or text chatting in Japanese (e.g., to classmates or students outside of school), then the component is met.	The syllabus can demonstrate evidence of activities involving email/text messages by explicitly mentioning/listing such activities. These activities do not have to be sent to students in Japan. They can send emails and/or text messages to their classmates, their teacher, and/or students at other schools.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	The syllabus states that the students exchange email messages in Japanese with students in Japan.	The syllabus states that students are required to regularly write emails or text chat in Japanese.	The syllabus states that the students exchange emails in Japanese with students in other schools in the USA.	