Let’s come up with a way to evaluate the students!
In current foreign language activities, the evaluation criteria are from the viewpoints of (1) interest in communication, motivation and attitude, (2) familiarity with foreign languages, and (3) awareness of language and culture. In many cases, evaluation is performed by checking worksheets completed by students and by checking or analyzing the self-evaluation or reflection cards that students complete at the end of class. When English becomes an official subject, it will be necessary to determine whether evaluation can be done from each viewpoint. Here, we will consider how to come up with evaluation methods for foreign language activities and foreign language courses.
(1) Evaluation based on self-reflection cards

The importance of taking time to review at the end of the class is as described above. After the teacher praises the students for their efforts in the class, it is useful to restate the lesson’s goal and invite students to fill in the reflection card. Figure 6 is an example of a self-reflection card for foreign language activities. Students are asked whether they enjoyed the lesson; if they were able to listen to and understand what was said in English; or if they used the English they learned. In addition, the reflection card also has a section for students to write their impressions. Once students have recorded their impressions, homeroom teachers may present a summary of the lesson’s objectives in light of the students’ ideas.

When English becomes an official subject, a reflection card like <Chart 7> may be useful. Here it has been created to be used throughout a single unit in line with the objectives of each class hour. Through this reflection card, students can assess their performance. At the same time, teachers can also use a monitoring form <Chart 8> for evaluation. While monitoring students, the aim is “to identify which students are achieving the outlined goals.” It’s important to ensure that each child is not being identified for the sole purpose of evaluation, but that their progress is monitored throughout the unit.
Creating a CAN-DO list that reflects what students will be able to do at the end of the school year is beneficial. Having a CAN-DO list and sharing a common understanding of what students will be able to do in the language clarifies what kind of instruction should be given by teachers and ALTs. “Performance evaluation” is a method to find out how much students have acquired the skills from the CAN-DO list.

At the end of the academic year, ALTs can help with performance evaluation. By using the performance evaluation form (figure 9), ALTs and teachers can evaluate students’ listening and speaking skills. Tasks can be created by considering the students’ current level and aligning the goal of each lesson to the CAN-DO list. In some instances, the evaluator may have to perform the evaluation while considering content and the method of the evaluation. Depending on the grade level, a relaxed atmosphere should be created that allows students to perform without feeling a great deal of pressure. Some strategies that encourage students to feel at ease include showing students a picture card as a clue. In addition, evaluation forms may include anticipated responses (see figure 9). Students may be given this form at the end of the evaluation as a part of feedback on their performance.
What a performance-based evaluation may look like

Figure 9: Performance-based evaluation for a 5th grade class
Keep in mind that foreign language activities and also English as a foreign language classes are the same as any other subject. Teachers should imagine the learning outcomes or the ideal skills the student will have acquired after studying and compare that with the actual skills of the students. For foreign language evaluation, goals that emphasize ability and stop at questions such as "Can you speak English?" and "Can you write English letters?" are not completely sufficient, as goals should also emphasize what kind of skills the students acquired and what the results of the learning are.