

2020 Hokkaido English Challenge Test Preparation Package

An HEC Publication



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Section 1 – ALT Preparation

This section is to assist with general preparations for the HEC Test.

Introduction

The purpose of this document is to help prepare you, the ALT, for the Hokkaido English Challenge Test. It will explain how the test should be administered, important deadlines as well as how to record your students' video entry. Please note that while the general rules and procedure for the junior and senior division of the HEC test are the same, there are some differences in the contents of the two tests.

For additional support, you can find past tests on the HEC website: www.hec.hajet.org. While the HEC test has evolved over the past years, these tests are valuable practice resources for you and your student. The current HEC format has been used since 2012. Previous tests can be downloaded directly from this address:

<https://goo.gl/Aeklvq>

If you are interested in any aspect of the HEC test; content, administration, judging entries or in assisting with the content of the test, please contact the HEC Test Coordinator, Casey-Lyne Lodge at hec.test@hajet.org. For general inquiries contact the HEC Director, Colin Takeo at hec@hajet.org.

Test Overview

The registration deadline for HEC is **Friday, February 14, 2020**. This involves completing the online registration form and paying the entry fee via bank transfer on or before the date above. The online registration form and downloadable versions are available on the HEC website www.hec.hajet.org. Please see page 16 of the HEC Guide 2020 for more information on the registration and payment process.¹

Upon completing the online registration form, you will be asked to provide the address to which you would like the test sent. You may request that the test be sent to a school, your home or another location of your choice. If you are entering students from multiple schools, you may have the tests for all the schools sent to the same address or directly to each school.

Test packages will be mailed to you by Tuesday, March 1st. Once you have received the test package, you may administer the test. You will have until **Tuesday, March 31st** to complete the test with your student and upload the video file to the Test Submission google drive:

JHS video uploads: <http://bit.ly/JHSVideos>

SHS video uploads: <http://bit.ly/SHSVideos>

All entries must be submitted by the above deadline. Please keep in mind that it will take time to review and prepare the final recording to be uploaded, so please ensure you have ample time to administer the test, consolidate your files and upload. It is recommended that all tests be completed a week before the deadline as students may get sick (often the flu will keep a student out of school for a full week) or there may be upload issues. Please note that this is a hard deadline. **If** special accommodation is requested and granted there will be **severe** penalties regardless of the reason for the special circumstances.

Test preparations may take place up until the time the test is administered. This means that, despite receiving the test package by March 2nd, you may continue to work with your student to prepare for the test provided that the test envelope has not been

¹ The HEC Guide can be downloaded from the HEC website www.hec.hajet.org.

opened and neither the ALT nor the student is aware of the test's exact contents. **Once you have administered the test at one school, you MUST NOT continue with preparations at other schools.**

All participating students from one school **MUST** be tested on the same day. If you are entering students from multiple schools, please administer the test at all the schools within a short time frame to prevent the test's contents from being shared. Arrange a test date ahead of time that is suitable for all students, the witness² and yourself.

Entries must be submitted to the Test Submission google drive by **March 31st**. The results will be announced by email on May 30th. Winner's certificates and camper packages will also be sent by mail to the school at this time. Each HEC entrant will receive a certificate of recognition. Please choose an appropriate time to award the certificates such as in class or during an assembly to acknowledge your student's efforts.

² See page 14 for more information on the witness.

The Test Package

If you do not receive the test package by March 2nd, please contact the HEC Test Coordinator immediately: Casey-Lyne Lodge at hec.test@hajet.org.

You will receive a separate test package for each school. Testing materials for all the students registered at the same school will be sent together in the same test package. The exception is if two or more ALTs registered students from the same school. In this case, separate test packages will be sent to each of the ALTs for corresponding students registered.

When the test package arrives, there will be several components. You may open the test package as soon as you receive it. However, be careful **not to open** the sealed test manuscript. It will contain the following:

- (1) Cover Letter
- (2) Declaration Form
- (3) Sealed Test Manuscript Envelope **(DO NOT OPEN)**
- (4) Test Manuscript for ALT
- (5) Student supplements (enough copies for each student)

Cover Letter The cover letter outlines the contents of the test package. It reaffirms the students who are participating at that school. The submission links for the video entry and declaration form will be stated on the cover letter. If you are unable to upload your students' video entry please contact Test Submission at tests submission.hec@hajet.org or the HEC Test Coordinator at hec.test@hajet.org.

Declaration Form The witness must sign the declaration form (*see page 21*) on camera before the test begins. **The completed form must then be sent to Test Submission or the HEC Test Coordinator in picture or .PDF format.** A separate declaration form must be completed for each school. You may consolidate submission of multiple declaration forms in one upload should you have several schools. If the witness must change, a new form must be completed by the new witness.

Sealed Test Manuscript Envelope This will be a sealed envelope that will be in the test package envelope. It will be labelled, **DO NOT OPEN this envelope until you are in front of the video camera ready to begin the test.**³ It will contain one test manuscript for the ALT to administer and student supplements. The student(s) **MUST NOT** take these supplements with them after the test. There will also be a blank sheet for each student to use when note taking is allowed. This also **MUST NOT** be given to the student after the test.

³ See steps 3 and 4 on page 13 for more information on how and when to open the test manuscript envelope.

List of Equipment

The following items will be required to administer the test:

1. A reliable video camera/digital video recorder (and tripod)
 - *Please familiarize yourself with the camera/recorder and its functions before the test.*
2. Reliable power supply for the camera/recorder
 - *Preferably a power cord for the camera/recorder, but fully-charged batteries may also work*
3. Blank video storage medium
 - *The original test may be recorded on any type of storage medium, but the final entry must be submitted electronically in .MP4, .AVI, or .WMV formats.*
4. Test manuscript in its **sealed** envelope
5. Declaration form
6. Stopwatch/timer
 - *For timed sections*
7. Student name sheet(s)
 - *A separate sheet of A4 paper with each student's name in English should be shown to the camera before the respective student begins the test.*
8. Pencils and pens
 - *Provide many in case one stops working.*
9. Blank paper
 - *Students may take notes in certain sections. One piece of paper will be provided for each student but extra may be helpful. **All notes must be collected after the test.** Please give fresh paper to each student.*
10. External microphone (optional)
 - *This could improve sound quality*
11. Bottled water/tea
 - *May be present for yourself, the witness, and students*
12. A copy of this guide as reference

Test Rules

1. The test manuscript **MUST NOT** be opened before the declaration form has been signed in front of the camera. If the ALT administers the test at multiple schools, the Transparency Statement at the bottom of the declaration form must be read aloud on camera to affirm that the content of the test hasn't been relayed to the students of the new school.
2. There should be minimal breaks in the recording. Breaks may occur between schools or between students if there is not enough room on the recording medium.⁴
3. The ALT and the witness **MUST NOT** use Japanese during the test.
4. The ALT and the witness **MUST NOT** give visual cues during the test. This includes excessive gestures or visual confirmation that the student is correct or has made a mistake (i.e. shaking or nodding your head). Natural hand and face gestures that would be used conversationally are acceptable.
5. The ALT and the witness **MUST NOT** correct a student's pronunciation or answers during any part of the test.
6. The ALT **MAY** ask the student to repeat themselves an unlimited number of times if the ALT did not hear or believes the answer would not have been heard on camera. **The witness MUST NOT ask a student to repeat themselves.** The ALT **MUST NOT** ask for a repetition in order to encourage the student to correct herself. The ALT may say "I don't understand," only if the ALT did not understand and a response is required.
7. The ALT **MAY** prompt the student if they are struggling. For example, the ALT may direct attention to certain sentences or picture elements and ask a question such as "What about this?" to try and draw a response from the student. Such prompts should be kept to a minimum and only used if the student is truly struggling. The witness **MUST NOT** provide such prompts. Remember that if the student is not struggling interrupting them can cause them to lose points in some of the sections.
8. The ALT and witness **MAY** answer questions in English. This includes questions such as "What is *kawaii* in English?"
9. The ALT and witness **MUST NOT** answer any question that requires them to use any Japanese. This includes not being able to answer questions such as "What is 'cute' in Japanese?" The ALT and witness **MAY**, however, give definitions or explain words in

⁴ See page 15 for more information on the proper procedure for taking a break in the recording.

English.

10. During timed sections, the student **MAY** see the stopwatch/timer or clock.
11. Student are only permitted the following items in the test room:
 - i. Pen(s) or pencil(s); ii. Eraser; iii. Sharpener; iv. Bottled beverage (optional: you may have water/drinks present for yourself, the witness, and students.)

All other items should be confiscated during the test and returned afterwards.
12. Note paper will be provided in the sealed test envelope. The ALT may provide extra paper only if more than one sheet is needed per student.
13. Each student must forfeit his or her notes when they complete the test. The ALT **MUST** destroy said notes when they finish testing all registered students at one school. The ALT or the witness, by no means, may share the notes with anyone. *Please do your best to respect all the above rules to keep HEC fair for everyone. If any of the rules are broken, the issue will be referred to the HEC Test Coordinator.* **Depending on the situation, the student's score may be lowered or the student may be disqualified.**

Administering the Test

Follow these steps to ensure the test is completed properly:

1. **Start the video recording** with ONLY you (the ALT) and the witness are in the testing room.
2. **Ask the witness the three questions** from the declaration form⁵ in either English or Japanese; this includes the request for the signature statement. Write down their answers and have them sign. Tell the witness that they may go off-screen.
3. **Clearly show** the **UNOPENED** test manuscript envelope to the camera.
4. **Open the test manuscript envelope.** Take a few minutes to read through and **familiarize yourself** with the test. Make sure that all the pages are there and in order. If something is wrong/missing from the test, administer the test as well as possible then contact the HEC Test Coordinator **immediately** afterwards.
5. **Call in the first student. Show the student's name** written in English on a piece of A4 paper to the camera for a few seconds. Please make the letters very dark so as to be seen clearly on camera.
6. **Administer the test** following the directions on the test manuscript.
7. **Collect all notes and test materials** from the student after the test. **These materials must be destroyed. They MUST NOT be returned to the student at any time.**
8. **Let the camera record continuously.** Only stop the camera to put in new blank storage media or to go between schools. Students should not be allowed to talk to each other until they have **ALL** finished the test. *For further explanation, see pages 15-16.*
9. When the test has been administered to all of your students at **ALL** of your schools, please gather the recordings for **EACH** school and **upload to the Test Submission Google Drive**. The initial recording may be done in any format, but the final entry **MUST** be submitted in **.MP4, .AVI or .WMV** format.
10. **CHECK THAT THE RECORDING IS COMPLETE AND WORKS!** Watch the recording in a media viewer and check the video and sound. Do not assume that everything is fine. If there is a problem, contact the HEC Test Coordinator immediately.
11. The submission for the video should include the following information:
 - i. Your name
 - ii. Student's name (English)
 - iii. School's name (English)
13. If, for any reason, small irregularities occur (ex. forgetting to ask the witness a question), please include a note to the judge to explain what happened. **Small irregularities that do not affect the fairness of the competition will not disadvantage the student.**

Submit the video file to:

JHS video uploads: <http://bit.ly/JHSVideos>

SHS video uploads: <http://bit.ly/SHSVideos>

All entries must be submitted by **Tuesday, March 31st, 2020.**

⁵ See page 21 for a copy of the declaration form.

Declaration Form – You will receive a declaration form in the test package. This must be completed **on camera** by you and the witness as stated in step 2 on page 13. The declaration form is a means to encourage fairness and transparency. It also acts as a date stamp for the video recording. Please fill this form out before beginning testing at each school. **All declaration forms must be submitted via the upload link provided on the cover letter of the test package.**

Witness – **All testing must be attended by a witness.** The witness is usually a JTE, but this is not mandatory. The witness may be any teacher from the school or another ALT. The witness will be asked to respond to three questions on the declaration form and to either sign or stamp it with their inkan. The questions may be asked and answered in either Japanese or English. The witness does not have to speak fluent English, but should be able to discern if the ALT is feeding additional information to the student or if any other form of cheating occurs.

The witness is not expected to participate in the test. However, as stated in rule 8 on page 11, **the witness may answer questions** from the student in English. Questions must be asked only in English and both the witness and ALT may respond in English only.

If, for any reason, a single person cannot be the witness for the full duration of the testing at a school, please have the next substitute witness complete a new declaration form (**please photocopy this before the test begins**). Likewise, when moving to another school, the new witness must complete a new declaration form. **The witness of each school may be the same person** if that teacher agrees to travel to multiple schools with the ALT.

Slip-ups

★ If you realize during the test that you **missed a section or a question**, you may return to administer the missed section or questions at any point.

★ If you **make a mistake**, don't panic. If possible, correct the mistake. If not possible, don't worry. As far as possible, errors on the part of the ALT will not affect the student's score.

★ If you make a **large mistake** that you feel may affect the judging or have given your student an unfair advantage, please contact the HEC Test Coordinator immediately after testing to work out a solution. Please ensure that you make a note of the error and include it in an email at the time of video submission.

Recording Breaks

If you are entering more than one student, you may find that you are unable to continuously record every student's entry. This may be because all the entries won't fit onto a single storage medium, or that your students are at different schools. Please follow these instructions for making the necessary recording breaks.

Breaking Between Students at the Same School

1. **Determine an Appropriate Stoppage Point.** Recording breaks should occur between students.⁶ If you have many students at a single school, it is likely that all the entries will not fit into one recording. You should factor about 15 minutes of initial recording time for the declaration form, opening the test manuscripts, and general preparation (including carefully reading the instructions before inviting the student into the room). Next, you should budget at least 30-40 minutes for each student. For example, if you are only able to record for 90 minutes, you should break after the second student, despite there still being some room. The remaining time on the medium will likely not be enough to fully complete the next test. Keep an eye and be aware of the time left for the recording. Be prepared in case some tests run long and you may have to break sooner than expected.

2. **Stopping the Recording.** When you have finished testing a student and you have insufficient recording room for the next student, you will have to stop the recording. To do so, finish the test with the current student, send them away and invite the next student in. Once seated and ready to begin the test, state to the camera that you are stopping recording number one or two (whatever the case may be). At that point, stop the recording.

3. **Switch the Recording Medium.** While the next student to be tested is sitting and ready, prepare the video camera to resume recording.

4. **Resuming Recording.** Start the video camera and state that you are beginning recording number two or three (whatever the case may be). Read the Transparency Statement.⁷ The next student to be tested should remain seated and ready during this process.

⁶ See page 17 for instructions on how to deal with accidental stops mid-test.

⁷ The Transparency Statement can be found at the bottom of the declaration form on page 21.

5. **Resume Testing.** At this point you may continue with the test as usual. The student's name card should be shown on the new recording before beginning their test as explained in step 5 on page 13.

Breaking Between Schools

1. **Changing Storage Mediums.** Decide if you will continue to use the same storage medium or use a new one for each school. If you are only testing one or two students at each school, it may make sense to simply record all the tests on the same medium. However, if you have several students at each school, it is best to use a new storage medium for each school. This way you can keep recording breaks during testing at each school to a minimum.

2. **Finishing the Test.** Once you have finished testing all the students at a school, you may stop

the recording. There is no special procedure for ending the testing at a school.

3. **Beginning at a New School.** You should go to the next school within a short time of finishing at the previous school (i.e. within a day or two). **DO NOT** bring the test manuscript from the previous school; you will be sent a new sealed manuscript for each school. The preparations for testing at every school are the same; once you have your camera and testing space set up begin as previously described.

4. **Read the Transparency Statement.**⁸ You will have to read the transparency statement before beginning anything at the new school.

5. **Repeat Testing Procedure (for each school).** You must have a witness and complete a new declaration form at each school. The witness may be the same person or a different person, but they must complete a new declaration form at each school, regardless. You must show a sealed test envelope to the camera. You **MUST NOT** bring the test manuscript from previous schools to subsequent schools or discuss the content of the test with anyone until you have finished testing **ALL** your students at **ALL** schools.

⁸ The Transparency Statement is at the bottom of the declaration form on page 21.

Accidental Mid-test Stops

1. **Check Elapsed Time and Storage Space.** Stopping a recording mid-test should be avoided if possible. Stopping mid-test can cause sections and questions to be left out of the final submission or cause students to become flustered. It is advisable to have a timepiece apart from the stopwatch used for testing to keep track of the total elapsed time.
2. **Stop the Test.** As soon as you realize the camera has stopped recording, immediately stop the testing. If you believe you will run out of time before the test is complete, try to stop between sections of the test.
3. **Switch Storage Medium.** The student should remain seated and ready to resume testing while you replace the storage medium in the camera.
4. **Resuming Recording.** State to the camera what happened, the current student's name and which recording number you are beginning (for example, state that you are beginning recording number two after the first tape ran out of room). Read the Transparency Statement. The student should remain seated during this process.
5. **Resume Testing.** Continue with the test from the point where you stopped. You **MUST NOT** repeat any part of the test even if it was not recorded. If part of the test was not recorded, please make a note to the judge about the missing section and how the student responded during the missing section. Contact the HEC Test Coordinator as well with this information. While ensuring the competition remains fair, every effort will be made to prevent such missing sections from adversely affecting the student's score.

Testing Advice

Before the Test

★ Find a quiet location to administer the test where you won't be disturbed.

★ Make sure that you and the student are on camera for the entire duration of the test.

Choose a well-lit area for the test, but do not sit with a window in the background as this will make you nothing more than dark silhouettes. Try to position yourself and the student close to the camera so that the judges can see both your faces. You may sit at a table facing each other; it's all right for the camera to record the sides of your faces.

★ Practice using the video camera before the test. Check volume levels. Experiment with different locations to get the best sound and lighting qualities.

★ Gather all the necessary equipment well in advance of the test date.

★ Make sure that the witness and the student(s) are familiar with the testing process.

On Camera

★ After opening the test manuscript, take your time to familiarize yourself with it. Make sure that you understand everything before calling in the first student.

★ Do not feel pressured. There is no time limit on the ALT to deliver instructions.

★ Encourage your student to speak clearly and loudly.

★ Remain approachable and encouraging throughout. Smile!

★ You may have this test guide with you during the test. Take time to refer to it during the test if need be. It can be easy to become flustered or lose your concentration.

After the Test

★ Talk with the student about how they did on the test. Congratulate the student on having completed the challenge.

★ Send feedback to the HEC Test Coordinator. There is always a need for feedback in every step of HEC. Let the HEC Test Coordinator know of any problems, uncertainties, things you would like changed as well as what you did like. This will help ensure that positive aspects are not changed in the future.

Testing Checklist

Before the Test

- I have read and understood the HEC Guide.
- I have registered my student by completing the online registration form and paying the entry fee by Friday, February 14th, 2020.⁹
- I have read and fully understood this HEC Test Preparation Pack.
- I have made sure that the video recorder works properly.
- I have checked that the video recorder has a reliable power supply.
- I have enough blank storage media for ALL my students at ALL my schools.
- I have everything listed under “List of Equipment” on page 7.

During the Test

- I have asked the witness the three question on the declaration form,¹⁰ noted their answers, and had them sign or stamp the form.
- I have shown the unopened test manuscript envelope to the camera.
- After opening the test manuscript, I have taken a few minutes to familiarize myself with it.
- I have shown the name sheets for all the students before their recordings.
- I have waited until the appropriate time before stopping the camera.

After a Recording Break

- I have prepared the camera to resume recording for at least the duration of the next test.
- I have asked the student to remain seated while I replaced the storage medium/batteries (if the break was at the same school).
- I have read the Transparency Statement on camera.
- I have stated the recording number (e.g. recording number two).

After the Test

- I verified that everything was recorded properly by watching the recording before submitting.

⁹ Registration forms are available as of December 1st on the HEC website: www.hec.hajet.org

¹⁰ The declaration form will be sent with the test (a copy can be found below) and the Transparency Statement is at the bottom of this document.

- I have noted in writing any errors I made and included those details
- I have formatted the recording in the correct file format (.mp4, .avi, or .wmv).
- I have uploaded the declaration form using the form submission link.
- I have uploaded the final recording and I have made sure it was submitted by **Tuesday, March 31st, 2020.**

Declaration Form

2020 Hokkaido English Challenge Declaration Form

DECLARATION QUESTIONS

1. What is the name of this school?
この学校の名前は何か？
2. What is your name?
お名前は何か？
3. What is the date?
今日は何日ですか？

A verbal response to these questions on camera will suffice.

**If the witness must change for whatever reason, please fill out a NEW Declaration form for that witness.*

REQUEST FOR SIGNATURE

Now please sign or stamp this declaration form.
証明のため、下の証人のサイン、また印鑑を押してください。

ALT Name:
A L T の名前： _____

School Name:
学校の名前： _____

Witness Name:
証人の名前： _____

Witness Signature or Stamp:
証人のサイン、また印鑑を押してください：



Read the following at the beginning of EACH new DVD or recording medium

TRANSPARENCY STATEMENT

I hereby state that I have not given any information pertaining to the contents of the 2020 HEC Test to the students that appear on this recording.

Test Structure

The current test structure has been in place since 2012. If, for whatever reason, any changes should occur, you will be informed of the change before the test.

Junior High School

Test Sections:

Section I: Warm-up Questions

Sections II: Picture Questions

Section III: Reading Comprehension

Section IV: Listening Comprehension

Section V: Comic/Scene Description

Section VI: 20 Questions

Senior High School

Test Sections:

Section I: Warm-up Questions

Sections II: Picture Questions

Section III: How to...

Section IV: Listening Comprehension

Section V: Comic/Scene Description

Section VI: 20 Questions

Points to Consider:

- If an instruction says that the student or the ALT “may” do something, it means that it is optional. Neither the student nor the ALT is obligated to do it. For example, if an instruction says that a student “may take notes,” it is ok for the student to take notes if they choose to do so. **Please prepare your student to understand which instructions are optional.**
- Unless stated otherwise, a 30 second warning may be given before the end of each time limit. Please be sure to explain to your student ahead of time how the warnings will work so they are not distracted by it. You may also decide with your student not to provide these warnings. Students may see the timing device during the duration of the test.
- When preparing with your student, keep the judging criteria in mind. The judging rubrics can be found on pages 34 and 50 of this document.
- Make sure that your student becomes familiar with the test format, the rules and instructions. This will make your student feel more comfortable during the test as well as prevent them from losing points due to a misunderstanding of the instructions or rules. **This includes ensuring the student knows which questions may be repeated and which may not.**
- If you are entering multiple students, when administering the test, tailor the test to each student. In some sections, you are able to select the questions to ask your students. Make your selection based on the student you are currently testing. You are encouraged but not required to ask different questions to your students.

Section 2 – Student Preparation

This section is to assist with preparing your students for the HEC Test.

Getting Started

This section is to assist in the preparation of your student for the test. You will find **explanations for each section** of the test, a **copy of the judging rubric** as well as **advice on how to help your students prepare**. While general rules and procedures for both divisions are similar, there are some differences between the two. These will be outlined in detail.

The text found in **black** will be the actual text that will be used in the instructions on the test. The information found in **red** will not appear on the final test. The information in red is either advice and additional instruction or information that will be modified for the final test. You can use this information along with past tests to create questions and practice tests for your student(s) when you are preparing for HEC.

Junior High School Example Test

This test manuscript contains **X** pages (including this page). There are additional supplements that are to be given to the student(s) at the indicated time. There are enough student supplements to give each student a fresh copy.

If the test envelope does not contain the full **X** pages of the test manuscript plus enough student supplements, please conduct the test as far as possible and then contact the HEC Test Coordinator immediately afterwards:

Casey-Lyne Lodge hec.test@hajet.org

**** ATTENTION! ****

- There are **6 sections** in this test.
- Please carefully read the directions before beginning each section.
- Some sections are timed while others are not.
- Students may take notes in certain sections.
- Students **MAY NOT** take any notes or other materials with them after the test.

Please watch the video immediately following the administration of the test. It is your responsibility to ensure that all your video entries are recorded properly. Improperly recorded tests will significantly limit your student's chances of success. HEC is not obliged to allow a retest or offer a refund.

CHECK YOUR RECORDINGS BEFORE YOU SEND THEM!

Section 1: Warm-up Questions

This is a warm-up section. Please speak slowly and clearly. In step 3, please select questions you think your student will respond best to. Remember that this is supposed to be fun: smile!

- Questions may be repeated once (asked twice in total).
- There is **NO** time limit.
- The student **MAY NOT** take notes.

Step 1: Please read the following introductory statement: "Section 1: Warm-up questions. I will ask you some easy questions."

Step 2: Please ask the student both the following required questions:

1. What is your name?
2. How are you today?

Step 3: Please ask the student five additional questions from the following list. Please choose questions that you believe your student will respond best to.

- *Question 1*
- *Question 2...*
- *Question 15*

In this space, there will be a list of about 15 simple questions. They are meant to get your student warmed-up and comfortable with using English for the test. There will be some variety in the grammar and vocabulary needed in the questions. Please choose questions that you believe would be easiest for your student. Do not worry if you ask multiple questions that use the same structure. Examples of possible questions can be found on past tests available at hec.hajet.org. The list of questions may contain some questions from previous years as well as entirely new ones. While not required in this section, your students can offer their own additions rather than a simple answer if they are comfortable doing so.

E.g. "Can you play the piano?" Answer: "yes" Or "yes, I can" but complexed answers are welcome such as "I started playing the piano 3 years ago."

***Tip:** Help your students listen for keywords and stresses that will help them understand questions faster. Practice common formats and responses.*

Section 2: Picture Questions

In this section, the student will be given a picture (Section 2: Picture – Student Copy). You will ask the student 3 required questions, then the student will ask you 3 questions about the picture. Please give brief, relevant responses to your student’s questions.

- Questions addressed to the student may be repeated once (asked twice in total).
- There is an initial **ONE MINUTE** time limit to look at the picture and prepare. Following this initial minute, there is **NO** time limit.
- You **MAY** give a warning when there are 30 seconds left to look at the picture.
- The student **MAY NOT** take notes.

Step 1: Give the student the supplement titled Section 2: Picture – Student Copy.

Step 2: Read the following introductory statement: “Section Two: Picture Questions. Please look at this picture for one minute, then I will ask you three questions.”

Step 3: Once one minute has elapsed, ask the student the following questions one by one. Allow the student to respond between each question. **DO NOT** show the student the written questions. You may repeat each question once (asked twice in total).

- *Question 1*
- *Question 2*
- *Question 3*

Three questions will be listed here. The questions will ask the student to identify or explain elements of the picture. The answers will generally be straightforward, but there may be room for interpretation. For example, a piece of fruit shown in the picture could be identified: as fruit, an apple, a pear or something else depending on how much detail there is. These could all be considered correct. Questions may require the ALT to physically point out elements. For example, asking “What’s this?” while pointing at something in the picture.

Step 4: Have the student ask you three questions about the picture. Suggested sentence: “Great! Now, please ask me three questions.” Please give brief and relevant responses to your student’s questions.

The student’s questions can be in the same format as those of the ALT. However, the student will receive more points for using diverse structures. Meaning, different from those of the ALT as well as making each question different from the previous one. For example, the student would receive low marks for simply asking, “What’s this?” three times.

Tip: *Teach students general question formats that are easily applied to any picture. Make sure they know it is OK to ask “how do I say ~ in English?” This is the only way that Japanese is OK during the test. Remember, the ALT and witness must only speak in English. If they want to say “what*

is the bear doing?” but do not know the word for bear they could ask “how do you say ‘kuma’ in English?” which the ALT or witness can answer with “bear”. This question can be used throughout the test and shows a willingness to try new vocabulary and enthusiasm for English. The comic section and 20 questions are the most common places for use of this question but anywhere is good.

A small copy of the picture will appear here. A full-page version will be provided to the student and labelled “Section 2: Picture—Student Copy.”

A full-sized copy of the picture will appear on this page. This page will be provided to the student and labelled “Section 2: Picture—Student Copy.”

Section 3: Reading Comprehension

In this section, the student will read a passage first silently and then aloud. The student will then be asked to respond to 5 comprehension questions.

- The student will have an initial limit of **3 MINUTES** to silently look over the text.

Following this time, there is **NO** time limit.

- You **MAY** give a warning when there are 30 seconds left to look at the passage.
- The student **MAY** take notes.
- Questions may be repeated an **UNLIMITED** number of times.

Step 1: Give the student the text passage on the page titled Section 3: Reading Passage – Student Copy.

Step 2: Read the following introductory statement: “Section Three: Reading Comprehension. Please read this text silently for 3 minutes.”

Step 3: After 3 minutes have elapsed, stop the student and have them read the text out loud.

Suggested sentence: “OK. Now please read the text to me.”

Step 4: Please ask the student the following 5 questions. Allow the student to respond between each question. You may repeat the questions as many times as necessary.

- *Question 1*
- *Question 2*
- *Question 3*
- *Question 4*
- *Question 5*

Five questions will be listed here. Key vocabulary words will be found in the passage. The questions will mostly use the same vocabulary as the text and the student will only be expected to answer questions using the same key vocabulary. By listening to the question, the student should be able to determine where the answer can be found in the text, even if they are uncertain of the meaning of the question. However, information may be found in multiple sentences. For top marks, a student must recognize this and aggregate the necessary information into one answer. For example, the text may read, “Bob likes cake. He also likes sushi.” For top marks, a student will respond to “What does Bob like?” with one sentence such as “Bob/He likes cake and sushi.”

***Tip:** Students may ask for you to explain unfamiliar words but all explanations will be in English. For example, the student could ask “what does ‘excited’ mean?” your response could be “when you are really happy and want to do something such as when you have tickets to a concert and can’t to wait for the day.” You can also act out the meaning to go with the description. A copy of the text passage will appear here. A full-page version will be provided to the student that will be labelled “Section 3: Reading Passage – Student Copy”.*

Section 4: Listening Comprehension

In this section, you will read a passage twice to the student and then ask **4 questions** about the content.

- There is **NO** time limit.
- The student **MAY** take notes.
- The student **MAY NOT** see the text.
- The questions are asked only **ONCE** before the reading, but they may be repeated an

UNLIMITED number of times after the text has been read.

Step 1: Read the following introductory sentence to the student: “Section 4: Listening Comprehension. You can take notes. There are 4 questions. First, I will read all the questions. Then, I will read the story 2 times. Afterwards, I will ask you the 4 questions again and you can give the answers. Here are the 4 questions (*questions are found following step 4*).

Step 2: Please ask the student slowly and clearly questions 1 through 4. **DO NOT** leave enough time for the student to write down the questions word for word.

The student may take notes, but the student is not meant to take a dictation of the text nor of the questions. Although you should read the questions slowly, do not allow for the student to write down the questions word for word. Instead they should take down key words in English or Japanese to remind them what to listen for.

Step 3: Read the text twice with a short pause between the readings. **DO NOT** show the text to the student.

Step 4: Ask the student questions 1 through 4 again. Allow the student time to respond between each question.

- *Question 1*
- *Question 2*
- *Question 3*
- *Question 4*

The questions for this section will be similar to those in section three. The process of answering them will be very similar as well.

***Tip:** Keyword listening in the questions and text will be very important in this section. Some training on how to take keyword/concept notes can also be helpful.*

Text: (**DO NOT** show student)

*The text to be read will appear here. It **MUST NOT** be shown to the student.*

Section 5: Comic/Scene Description

In this section, the student will look at a simple comic and describe what they see and think is happening.

- The student has **3 MINUTES** of preparation time and **2 MINUTES** to respond.
- You **MAY** give the student a 30 second warning before each of the time limits are up.
- The student **MAY** take notes.

Step 1: Give the student the page titled Section 5: Comic – Student Copy.

Step 2: Read the following introductory sentence: “Section 5: Comic Description. Please look at this picture for 3 minutes. Then, please tell me about it. You can make notes.”

Step 3: Allow the student to review the comic for 3 minutes. You may warn the student when there are only 30 seconds left.

Step 4: Once 3 minutes have elapsed, ask the student to tell you about the comic in 2 minutes. Suggested sentence: “Please tell me about this comic. You have 2 minutes. Ready? Go.” You may warn the student when there are only 30 seconds left.

***Tip:** This section is about the student talking as much as possible with some logical flow. **DO NOT** interrupt the student. Let them talk as long as they can without you saying anything. Responses such as nodding or short responses like “ah”, “oh”, “yes”, “uh-huh”, etc. are perfectly alright especially if they prompt the student to continue talking. **DO NOT** correct the student for any reason. If the student has not said anything for some time and is looking lost, you can give them a leading question to get them going again. This should be general, short and used only if the student needs it. Examples are “What about this?” “What is he doing?” “What is on the floor?” “How about this?”*

A simple black and white comic will go here. It will have one or two panels. The goal is to have the student describe the scene, not to tell a story. The student will not be required to describe a chronological sequence of events, nor will the student be expected to create any dialogue. Instead, the student should describe the setting, the characters and what they are doing. There may or may not be minimal amounts of text. Should any text be present, it will be simply greetings, identifying labels or onomatopoeia. There will be no full sentences written in the comic. Students can make-up some relevant details such as giving characters names, making-up the relationship between two characters or assigning arbitrary colours or qualities to objects. However, such made-up information should be kept somewhat relevant without becoming too abstract. For example, the student may decide that two characters are friends or enemies, but there is no need to make a back-story on how they met.

The student will be provided with a full-page version of the comic. It will be labelled “Section 5: Comic – Student Copy”

Section 6: 20 Questions

In this section, you take on the identity of a person, place or thing. The student has six minutes to ask you 20 yes/no questions to gather information in order to determine your identity. You must take on the identity of the person, place or thing indicated below. Information about each is provided. Please read the information before beginning this section.

- The student **MAY** take notes.
- Should the student guess your identity in fewer than 20 questions, you play again using one of the remaining two identities. However, the limit of 20 questions **DOES NOT** reset and the student will only have the remaining questions from the first round to determine the second identity.

*To further clarify, if you initially take on the identity of the place and the student guesses correctly after only asking 11 questions, the game is **NOT** over. You should then take on the identity of either the person or thing and have the student try to guess your new identity. Since the student already asked 11 questions, they will only have nine questions left to try and determine your new identity. Carry on to the third identity if the first and second identities are guessed after fewer than 20 questions in total. The student is only expected to guess one identity. There will be **NO** penalty for failing to determine the second or third identities.*

- The game ends after 6 minutes **OR** after a total of 20 questions have been asked **OR** after all three identities have been determined, whichever comes first.
- Please warn your student when there are only 2 questions left.
- You **MAY** warn the student when there is 30 seconds left.
- If you do not know the answer to a question, you may respond with “I don’t know,” and that question **WILL NOT** count towards the 20-question limit.
- You may only respond to questions that can be answered in a yes/no structure.

However, nuanced answers such as “maybe,” “sometimes,” etc. may be given if a definite answer cannot be given. Please be sure your nuanced answer does not give excessive information. These questions **WILL** count towards the 20-question limit.

Step 1: Please read all the directions, rules and identity descriptions before beginning this section.

Step 2: Please choose one of the three identities listed below that you believe the student would know best.

Step 3: Read the following introductory sentence: "Section 6: 20 Questions. We have 6 minutes.

You can take notes. Please ask me yes-or-no questions. **pause** I'm a _____" (insert "person," "place" or "thing" as appropriate). *Please keep a tally of how many questions are asked.*

*The three identities will be listed here. There will be one person, place and thing. In all cases, we will try to choose identities that junior high school students will be familiar with. The person could be a real living person, someone who is deceased or a fictional character. For example, Mickey Mouse could be the person identity. The place could be very large such as a country or region such as "Hawaii" or more localized such as "Tokyo Disney Land." The thing will be concrete and tangible such as a hamburger. **Abstract or intangible things such as "hope" or "soccer" will not be used.** To avoid any possible confusion with its classification, animals will not be used, except if the animal happens to be a character. A "bear" will not appear as an option, but "Winnie the Pooh" could be selected as the person.*

Facts and details pertaining to each option will be listed here as well to assist you with answering the student's questions. Every possible fact cannot be included with the test, so you will have to pull on your own knowledge. Answer as best as you can, but don't worry if you don't know; you can say, "I don't know," during the test. After the test, if you discover that you told the student an incorrect answer and think it may have affected the end result of this section, please inform the assigned judge as well as the HEC Test Coordinator so that this can be factored in during the adjudication process.

This section can be somewhat hit and miss for students. Please work with your student ahead of time to stay calm and avoid becoming flustered during the test. During adjudication, the process of asking the questions is weighted much more heavily than actually correctly guessing the identity. When answering questions, you may answer with simply "yes" or "no." You may also answer with full sentences such as "No, I'm not red." Some students may benefit from having you repeat the information in a full-sentence answer, while doing so for other students may be more of a distraction than helpful. Answer in the format that is best for your student.

For the place, you may find certain location questions difficult to answer. For example, if the place identity is China and the student asks, "Are you in China?" the answer can be difficult. For the sake of argument, you can say "Yes, I'm in China." Please prepare your student to understand that such questions and answers could be a possibility.

Normally the game is played where you, the ALT, takes on an identity and questions are asked in the second-person. However, third-person may be used. Students may use either "Are you..." or "Is it..." Please respond according to the way the questions are asked.

Tip: *This is often the hardest section of the test. Take the time to practice it with your students. You cannot suggest questions to your students during the test. Please take the time to prepare them in advance. This section is an excellent time to ask "how do you say ~ in English?"*

The test is now over. Please congratulate your student for their hard work. Collect all papers and test materials from the student. The student **MAY NOT** leave with any notes or testing materials.

Junior High School Judging Rubric

This will be used by the HEC judges to evaluate Junior High School entries. Please note that there are both similarities and differences between the junior and senior rubrics. This includes differences in the criteria for similar sections as well as in the point distribution. Throughout the judging process, judges will be asked to keep in mind that all entries in the junior level have only completed the first year of Junior High School English. Judges may award half marks. Although the rubric only goes as low as 1 point, judges may award zeros if the criterion is not displayed at all.

General Evaluation

Max Score: 30 points

5	4	3	2	1
Completely natural, automatic, consistent; added to communication	Done effectively, mostly consistent; required some thought	Effort made to incorporate non-verbal communication; forced, odd timing	Conscious of the need for non-verbal communication; some effort made	Treated as an after-thought; very little non-verbal communication
Near perfect, sounds natural; little effort is needed on the part of the listener to understand; a pleasure to listen to	Done well; some hesitation, odd stresses but nothing to distort comprehension or meaning	Words are clear but generally lack flow; certain phrases are not easily understood immediately	Understanding the student takes effort; excessive breaks in inappropriate places	Speech is entirely flat; comprehension is generally difficult due to pronunciation, intonation; no rhythm
Student's ideas are naturally understood with next to no effort on listener's part; communication feels natural; listening/seeing student communicate is enjoyable; student diversifies grammar, vocabulary, gestures	Ideas are communicated well; some points of confusion arise; attempts are made to diversify grammar, vocabulary, gestures	General ideas are expressed; details are hard to understand; contradictory ideas seem to be expressed at times	Somewhat difficult to understand the student; effort on listener's part is generally required; ideas are ambiguous	Ideas are seldom understood; constant attention and effort is required by the listener

Unfamiliarity does not bother student; student does not avoid a situation that requires new words/grammar; generally accurate guess of meaning	Student is somewhat anxious about new words/grammar; may avoid use if practical; has some difficulty determining general meaning	Source of anxiety; avoids use if at all possible; reluctant to guess at meaning; guess is usually limited to determining type of word (i.e., verb, noun, etc.) or what the subject is	New word/grammar is a distraction to student, some preoccupation; minimal guess at meaning; guess is broad, generally incorrect	Student is very anxious; refuses to guess at meaning; skips or drops words to avoid
Student demonstrates good grammar; mistakes are minor that could be overlooked in conversation	Student clearly understands grammar fundamentals; minor mistakes are made that generally don't affect meaning	Overall structure is generally correct; some large mistakes are made; subject-verb agreements are seldom correct	Only very basic grammar is correct; very poor usage of pronouns and verb tenses; word order is generally incorrect	Student has trouble with even basic syntax such as subject followed by predicate; student depends almost entirely on vocabulary alone to communicate
Student is relaxed; enjoys themselves; doesn't fixate on mistakes; willing to communicate in English, i.e., will volunteer additional information, details, questions to ALT without being asked	Student is generally at ease; answers fully but unwilling to take risks and give expansive responses; worries somewhat about possible minor mistakes	Student is somewhat uncomfortable; responds with full sentences but unwilling to provide any additional information without probing; English use is clearly a source of anxiety	Student is not pleased to be present; responds with bare minimum, i.e., one-word answers wherever possible; hesitant to answer/speak especially if there is the possibility of making a mistake	Student will not respond without excessive probing by the ALT; absolute minimal responses given; refusal to respond at times; tends to look solely at the floor

Section 1: Warm-up Questions

Max Score: 3 points

	3	2	1
Quality of Responses	Responses are natural, lucid, immediately understood; answers are correct and relevant	Responses sound somewhat robotic, forced; responses are somewhat irrelevant	Student is easily confused by questions; provides irrelevant responses

Section 2: Picture Questions

Max Score: 12 points

	3	2	1
Quality of Student Responses	Responses are natural, lucid, relevant; student is able to follow references to picture	Responses are very broad, bordering on irrelevant; some difficulty answering questions	Little to no relevance to picture in responses; a lot of difficulty answering questions
Number of Questions from Student	Student asks three distinct questions, this includes if the student asks "What's this?" twice but points to separate elements.	Student asks only two distinct questions; asks three questions, but two are essentially the same, inquiring for the same information. Ex. "What's this?" followed by "Is this..." for the same element.	Only one question is asked; asks multiple questions but all essentially inquire about the same thing.
Variety and Creativity of Questions from Student	All three questions use different grammar and/or structures, ex. What? vs. Who?; questions do not all refer to obvious elements in the picture	Diversity in questions; do not all refer to the same elements of the picture; some repetition in type of question	Questions all refer to the same elements or only to the most obvious elements of the picture; questions follow same form, ex. "What's this?" *simply points to multiple elements*
Quality of Questions from Student	Questions are asked earnestly; answers aren't necessarily obvious; some linguistic references made to offer context to question, ex. rather than "What's this?" asks "What is beside the tree?"	Questions somewhat contrived, answers immediately obvious; depends somewhat on physical references to picture in order to communicate meaning of questions	Difficult to tell if student is making a statement or asking a question; depends entirely on physical references to picture to communicate meaning of questions

Section 3: Reading Comprehension

Max Score: 11 points

	5	4	3	2	1
Comprehension and Quality of Responses	Answers convey the information asked for; minimal confusion about passage	Minor irrelevancies in responses; some confusion about what is being asked but general comprehension of	Some confusion about passage content and what is being asked; responses are	Only generalities of passage understood; answers inaccurate, incomplete,	Student understood very little from passage; cannot respond;

	content and what is being asked	the passage is good	somewhat irrelevant, inaccurate, incomplete	entirely irrelevant	
Oral Reading Quality	N/A	N/A	Speech flows; pauses in appropriate places; minor mistakes; listener can follow without problems	Some awkward pauses or lack thereof; at times somewhat difficult for listener to follow	No flow to speech, robotic; difficult for listener to follow
Ability to Deal with Unfamiliar Vocabulary	N/A	N/A	Minimal anxiety caused by new words; student can guess general meaning; *asking the ALT what the word means is acceptable, but the ALT must explain in English	Some apprehension surrounding new words; some effort is made to guess general meaning	Anxiety caused by new words; avoids new words; at best can only guess type of word, ex. verb, noun

Section 4: Listening Comprehension

Max Score: 10 points

	4	3	2	1
Understanding and Accuracy of Responses	Student understood the passage in general and many details; responses are correct, relevant	Student understood passage in general; details are somewhat confused; responses are generally on the right track, some minor content errors	Some parts were understood while gaps remain; student able to answer some questions; some large mistakes made	Understanding is very limited; responses are generally incorrect; irrelevant
Naturalness of Responses	Student is able to summarize information; can	Student can identify information for	Responses can generally be understood; trouble	Responses are difficult to understand; student

	discern relevant information for response without needing to repeat full sentences verbatim	answers; can formulate coherent responses; may need to use some exact phrases and structures heard in passage	answering questions without repeating verbatim from passage; some mixing up of words quoted from passage	is unable to respond without attempting to quote extensively from passage
Responsiveness	N/A	N/A	Student understands quickly what is being asked; responds quickly or takes steps to show they are thinking of a response	Some extensive, unnatural delay in reaction to question; responses are excessively drawn out, delayed

Section 5: Cartoon Description

Max Score: 20 points

	5	4	3	2	1
Creativity	Descriptions are unique; ideas are not obvious; some degree of speculation; some arbitrary relationships between cartoon elements described	Some unique descriptions; ideas are not immediately obvious; some minor elements of speculation concerning attributes or relationships	Descriptions are not immediately obvious; incorporates some details; description generally does not stray from what can be seen in cartoon	Descriptions focus on main elements of cartoon; no speculation	Descriptions offer minimal, obvious information
Breadth of Vocabulary and Grammatical Structures	Variety of grammatical structures used; occasional verb tense variation if appropriate; variety of verbs, adjectives used (ex. beyond “has” and “is,” and “big” and “short”); appropriate	Some variety in grammatical structures; somewhat excessive use of certain structures, vocabulary	Lack of variety in structures, vocabulary is noticeable; ideas are expressed but heavy reliance on most familiar structures, vocabulary	Lack of variety impedes understanding by listener; sentences are all very simple; almost exclusive reliance on the few most familiar structures, vocabulary	Student has great deal of difficulty describing cartoon due to lack of grammatical structures, vocabulary

	identification of cartoon elements				
Sequencing and Flow *Creating a dialogue is allowed, but is NOT expected at all.	N/A	Descriptions of physical elements and actions are done in appropriate order (ex. completing the description of one element before moving on to the next); some use of conjunctions; attempts to join together thoughts in logical progression	Descriptions of physical elements and actions generally are done in appropriate order; little use of conjunctions; little to no joining of logical thoughts; minimal difficulty for listener to follow logic of description	Minimal consideration given to order of thoughts; some difficulty for listener to follow logic of description	No consideration given to order of thoughts; thoughts are generally stated as soon as thought of; thoughts are not joined at all; very difficult for listener to follow logic of description
Expression	N/A	N/A	Expression readily used; generally appropriate; makes the description more enjoyable for listener	Some attempt at expression; somewhat inappropriate	Little attempt at expression; used expression is more of a detraction than an asset
Length and Thoroughness (<i>Description time limit: 2 min.</i>)	N/A	N/A	Student uses close to full time allotment; description covers all main elements of cartoon and some details	Student uses at least half the time allotment; a variety of elements touched upon; some potentially large elements overlooked	Student uses substantially less than half the allotted time; several elements overlooked

Section 6: 20 Questions

Max Score: 14 points

	4	3	2	1
Logical Sequence of Questions	Student clearly keeps previously obtained answers in mind when asking subsequent questions; only minor duplication of information;	Student is generally able to keep information in mind when asking subsequent questions; some ordering is odd	Student shows some progression with questioning; some questions beyond the initial ones are needlessly arbitrary	Order of questions show little or no logical sequence; almost all questions are arbitrary with no consideration for previously acquired information
Variety of Questions	N/A	Student uses a variety of structures, vocabulary, ex. asks "Is it blue, hot, in China? Does it have...? Can you eat it?"; asks some questions beyond those concerning physical appearance	Some variety in structure, vocabulary; questions are somewhat heavy in one aspect such as physical appearance; questions use mostly "Is it..." structure but covers multiple aspects	All questions are the same structure, ex. "Is it..., is it..."; focus entirely on one aspect such as physical appearance
Quality of Questions	Student formulates easily understood questions, detailed questions; effective vocabulary is used	Student formulates questions that are generally easy to understand; vocabulary and questions are broad	Questions are generally understandable with some effort by the listener; questions don't seek details	Some sentences are not in question form; effort is constantly needed by the listener; vocabulary or questions are often irrelevant
Ability to Deduce Correct Answer (*This criterion only applies to the first identity)	N/A	Student guesses correct answer or an appropriate synonym, ex. "blackboard" and "chalkboard"	Student knows what the answer is but is uncertain how to say it; OR student is only able to determine a general answer	Student is on the right track; has a general idea what the answer might be; made a logical guess at answer but was not correct

Senior High School Example Test

This test manuscript contains **X** pages (including this page). There are additional supplements that are to be given to the student(s) at the indicated time. There are enough student supplements to give each student a fresh copy.

If the test envelope does not contain the full **X** pages of the test manuscript plus enough student supplements, please conduct the test as far as possible and then contact the HEC Test Coordinator immediately afterwards:

Casey-Lyne Lodge hec.test@hajet.org

**** ATTENTION! ****

- There are **6 sections** in this test.
- Please carefully read the directions before beginning each section.
- Some sections are timed while others are not.
- Students may take notes in certain sections.
- Students **MAY NOT** take any notes or other materials with them after the test.

Please watch the video immediately following the administration of the test. It is your responsibility to ensure that all your video entries are recorded properly. Improperly recorded tests will significantly limit your student's chances of success. HEC is not obliged to allow a retest or offer a refund.

CHECK YOUR RECORDINGS BEFORE YOU SEND THEM!

Section 1: Warm-up Questions

This is a warm-up section. Please speak slowly and clearly. In step 3, please select questions you think your student will respond best to. Remember that this is supposed to be fun: smile!

- Questions may be repeated once (asked twice in total).
- There is **NO** time limit.
- The student **MAY NOT** take notes.

Step 1: Please read the following introductory statement: "Section 1: Warm-up questions. I will ask you some easy questions."

Step 2: Please ask the student the following three questions:

1. What is your name?
2. How old are you?
- What is the name of your school?

Step 3: Please ask the student five additional questions from the following list. Please choose questions that you believe your student will respond best to.

- *Question 1*
- *Question 2...*
- *Question 15*

In this space, there will be a list of 15 questions. They will be simple questions that require simple answers. They are meant to get your student warmed-up and comfortable with using English for the test. There will be some variety in the grammar and vocabulary needed in the questions. Please choose questions that you believe will be easiest for your student. This is not a section for showing-off. Do not worry if you ask multiple questions that use the same structure. Examples of possible questions can be found on past tests, available at hec.hajet.org. The list of questions may contain some questions from previous years as well as entirely new questions. The list is changed every year.

While this section does not require it, your students can offer their own additions rather than a simple answer if they are comfortable with it. E.g. "Can you play the piano?" Answer: "yes" Or "yes, I can" (this is all that is needed) but they can say "I started playing the piano 3 years ago."

***Tip:** Help your students listen for keywords and stresses that will help them understand questions faster. Practice common formats and responses.*

Section 2: Picture Questions

In this section, the student will be given a picture (Section 2: Picture – Student Copy). You will ask the student 3 required questions, and then the student will ask you 3 questions about the picture. Please give brief, relevant responses to your student’s questions.

- Questions addressed to the student may be repeated once (asked twice in total).
- There is **NO** time limit.
- The student **MAY NOT** take notes.

Step 1: Give the student the supplement titled Section 2: Picture – Student Copy

Step 2: Read the following introductory statement: “Section 2: Picture Questions. Please look at this picture. I will ask you 3 questions.”

Step 3: Ask the student the following questions one by one. Allow the student time to respond between each question. Do not show the student the written questions. You may repeat each question once (asked twice in total).

- *Question 1*
- *Question 2*
- *Question 3*

Three questions will be listed here. The questions will generally be asking the student to identify or explain elements of the picture. The answers will generally be straightforward, but there may be some room for interpretation. For example, a piece of fruit shown in the picture could be identified as fruit, an apple, a pear or something else depending on how much detail there is. These could all be considered correct. Questions may initially prompt something to look at and then ask a question. For example, the question may say, “There is a girl in the doorway. What is she doing?”

Step 4: Have the student ask you 3 questions about the picture. Suggested sentence: “Great! Now, please ask me 3 questions.” Please give brief and relevant responses to your student’s questions.

The student’s questions can be in the same format as those of the ALT. However, the student will receive more points for using diverse structures. This means different from those of the ALT as well as making each question different from the previous one. For example, the student would receive low marks for simply asking, “What’s this?” three times.

Tip: Teach students general question formats that are easily applied to any picture. Make sure they know it is OK to ask “how do I say ~ in English?” this is the only way that Japanese is OK during the test. Remember the ALT and witness must only speak in English. If they want to say “what is the bear doing?” but do not know the word for bear they could ask “how do you say ‘kuma’ in English?” which the ALT or witness can answer with “bear”. This question can be used throughout the test and shows a willingness to try new vocabulary and enthusiasm for English.

Question use — The comic section, how to, and 20 questions are the most common places for question use but anywhere is good.

Students will be able to earn points by asking more complex questions. Rather than asking “What is this?” they should try to ask “What is he holding?” “What is on the desk?” Questions that avoid pointing are best. An ability to discern what the question is about will earn more points. Like the above “There is a girl in the doorway. What is she doing?”

A small copy of the picture will appear here. A full-page version will be provided to the student and labelled “Section 2: Picture – Student Copy.”

Section 3: How to...

In this section, the student will demonstrate their ability to explain a process in a systematic and methodical way. You will ask the student to describe how to do one of the tasks or activities listed in step one.

- There is **NO** time limit.
- The student **MAY NOT** take notes.

Step 1: Choose one of the options below:

- Activity 1
- Activity 2
- Activity 3

Three tasks or activities will be listed here. They will all be menial tasks that every high school student would know how to do and require a few steps. Encourage your student to be as detailed in their description as possible. For example, if you ask the student to describe how to wash the dishes, a response such as "Wash the dishes, then dry the dishes," is overly simplified and will receive low points. More details such as describing the process of turning on water, wetting a sponge, putting soap on the sponge, scrubbing the dishes with the sponge, etc., will receive far more points. Although 3 options will be listed, you only need to choose one. Choose the option that you believe your student would be the most comfortable with.

Tip: *This is a great time to ask "how do you say~ in English?" teach students how to use joining words and sequence words (first, second, then, after that, next).*

Step 2: Please read the following introductory sentence to the student: "Let's begin Section 3. I will ask you how to do something. Tell me as much as you can. Ready? Please tell me how to _____" (*insert your selection*).

Section 4: Listening Comprehension

In this section, you will read a passage twice to the student and then ask 4 questions about the content.

- There is **NO** time limit.
- The student **MAY** take notes.
- The student **MAY NOT** see the text.
- The questions are asked only **ONCE** before the reading, but they may be repeated an **UNLIMITED** number of times after the text has been read.

Step 1: Read the following introductory sentence to the student: "Section 4: Listening

Comprehension. You can take notes. There are 4 questions. First, I will read all the questions.

Then, I will read the story twice. Afterwards, I will ask you the 4 questions again and you can give the answers. Here are the questions: *(Questions are found following step 4.)*

Step 2: Please slowly and clearly ask the student questions 1 through 4. **DO NOT** leave enough time for the student to write down the questions word for word.

The student may take notes, but the student is not meant to take a dictation of the text nor of the questions. Although you should read the questions slowly, do not allow time for the student to write down the questions word for word. Instead they should take down keywords in English or Japanese to remind them what to listen for.

Step 3: Read the text twice with a short pause between the readings. **DO NOT** show the text to the student.

Step 4: Ask the student questions 1 through 4 again. Allow the student to respond between each question.

- *Question 1*
- *Question 2*
- *Question 3*
- *Question 4*

There will be four questions listed here. Keywords from the questions will be found in the text, but there may be some simple words in the questions that refer to ideas or concepts in the text. For example, the text may read, "Joe woke up at 7:00." The question may then ask, "What time did Joe get up?" The concept is the same, but the terminology may change slightly. The passage may also have information spread out in many sentences. The question may then require students to aggregate all the information together. For example, the text may read, "Bob likes cake. He also likes sushi." For top marks, a student will respond to "What does Bob like?" with one sentence such as "He likes cake and sushi."

Tip: *Keyword listening in the questions and text will be very important in this section. Some training on how to take keyword/concept notes can also be helpful.*

Text: (Do NOT show student) The text to be read will appear here. It **MUST NOT** be shown to the student.

Section 5: Comic Description

In this section, the student will look at a simple comic and describe what they see and think is happening.

- The student has **3 MINUTES** of preparation time and **4 MINUTES** to respond.
- You **MAY** give the student a 30 second warning before each of the time limits are up.
- The student **MAY** take notes.

Step 1: Give the student the page titled Section 5: Comic – Student Copy.

Step 2: Read the following introductory sentence: “Section 5: Comic Description. Please look at this picture for 3 minutes. Then, please tell me about it. You can make notes.”

Step 3: Allow the student to review the comic for 3 minutes. You may warn the student when there are only 30 seconds left.

Step 4: Once 3 minutes have elapsed, ask the student to tell you about the comic in 4 minutes.

Suggested sentence: “Please tell me about this comic. You have 4 minutes. Ready? Go.” You may warn the student when there are only 30 seconds left.

***Tip:** This section is about the student talking as much as possible with some logical flow. Do not interrupt the student. Let them talk as long as they can without you saying anything. Responses such as nodding or short responses like “ah”, “oh”, “yes”, “uh-huh”, etc. are perfectly alright especially if they encourage the student to continue talking. Do not correct the student for any reason. If the student has not said anything for some time and is looking lost, you can give them a leading question to get them going again. This should be general, short and used only if the student needs it. Examples are “What about this?” “What is he doing?” “What is on the floor?” “How about this?”*

***A copy of the comic will go here.** It will have multiple panels and be in black and white. The student should describe a simple story line based on what they see in the comic. The student **MAY** make some dialogue, but it is not necessary. The emphasis is on describing the events in a coherent chronological order. Text in the comic will be kept to a minimum. If there is any text, it will be simple greetings, identifying labels or onomatopoeia. There is a lot of room for creativity. The student may attribute arbitrary qualities to characters or objects they see in the comic to help tell the story. For example, the student may assign names, ages, desires, etc. to the characters. Help to prepare your student to introduce information at appropriate times. The flow of the comic description is important.*

The student will be provided with a full-page version of the comic. It will be labelled “Section 5: Comic – Student Copy”.

Section 6: 20 Questions

In this section, you take on the identity of a person, place or thing. The student has **5 minutes** to ask you 20 yes/no questions to gather information in order to determine your identity. You must take on the identity of the person, place or thing indicated below. Information about each is provided. *Please read the information before beginning this section.*

- The student **MAY** take notes.
- Should the student guess your identity in fewer than 20 questions, you play again using one of the remaining two identities. However, the limit of 20 questions **DOES NOT** reset and the student will only have the remaining questions from the first round to determine the second identity.

*To further clarify, if you initially take on the identity of the place, and the student guesses correctly after only asking 11 questions, the game is NOT over. You should then take on the identity of either the person or thing and have the student try to guess your new identity. Since the student already asked 11 questions, they will only have 9 questions left to try and determine your new identity. Carry on to the third identity if the first and second identities are guessed after fewer than 20 questions in total. The student is only expected to guess one identity. There will be **NO** penalty for failing to determine the second or third identities.*

- The game ends after 5 minutes **OR** after a total of 20 questions have been asked **OR** after all three identities have been determined, whichever comes first.
- Please warn your student when there are only 2 questions left.
- You **MAY** warn the student when there is 30 seconds left.
- If you do not know the answer to a question, you may respond with “I don’t know,” and that question **WILL NOT** count towards the 20-question limit.
- You may only respond to questions that can be answered in a yes/no structure.

However, nuanced answers such as “maybe,” “sometimes,” etc. may be given if a definite answer cannot be given. Please be sure your nuanced answer does not give excessive information. These questions **WILL** count towards the 20-question limit.

Step 1: Please read all the directions, rules and identity descriptions before beginning this section.

Step 2: Please choose one of the three identities listed below that you believe the student would know best.

Step 3: Read the following introductory sentence: "Section 6: 20 Questions. You have 5 minutes.

You can take notes. Please ask me yes-or-no questions. **pause** I'm a _____" (Insert "person," "place" or "thing" as appropriate.) *Please keep a tally of how many questions are asked.*

The three identities will be listed here. There will be one person, place and thing. In all cases, we will try to choose identities that senior high school students will be familiar with. A person could be a real living person, someone who is deceased or a fictional character. For example, Mickey Mouse could be the person identity. The place could be very large such as a country or region such as "Hawaii" or more localized such as "Tokyo Disney Land." The thing will be concrete and tangible such as a hamburger. Abstract or intangible things such as "hope" or "soccer" will not be used. To avoid any possible confusion with its classification, animals will not be used, except if the animal happens to be a character. A "bear" will not appear as an option, but "Winnie the Pooh" could be selected as the person.

Facts and details pertaining to each option will be listed here as well to assist you with answering the student's questions. Obviously, every possible fact cannot be included with the test, so you will have to pull on your own knowledge. Answer as best you can, but don't worry if you don't know; you can say, "I don't know," during the test. After the test, if you discover that you told the student an incorrect answer and think it may have affected the end result of this section, please inform the assigned judge as well as the HEC Test Coordinator so that this can be factored in during the adjudication process.

This section can be a hit or miss for students. Please work with your student ahead of time to stay calm and avoid becoming flustered during the test. During adjudication, the process of asking the questions is weighed more heavily than actually correctly guessing the identity.

When answering questions, you may answer with simply "yes" or "no" answers or you may answer with full sentences such as "No, I'm not red." Some students may benefit from having you repeat the information in a full-sentence answer, while doing so for other students may be more of a distraction than help. Answer in the format that is best for your student.

For the place, you may find certain location questions difficult to answer. For example, if the place identity is China and the student asks, "Are you in China?" the answer can be difficult. For the sake of argument, you can say "Yes, I'm in China." Please prepare your student to understand that such questions and answers could be a possibility.

Normally the game is played where you, the ALT, take on an identity and questions are asked in the second-person. However, third-person may be used. Students may use either "Are you..." or "Is it..." Please respond according to the way the questions are asked.

Tips: *"20 questions" and "how to..." are often the hardest sections of the test for SHS students. Take the time to practice it with your students. You cannot suggest questions to your students during the test. Please take the time to prepare them in advance. This section is an excellent time to ask "how do you say ~ in English?"*

THE TEST IS NOW OVER. Please congratulate your student for his or her hard work. Collect all papers and test materials from the student. The student **may not** leave with any notes or testing materials.

Senior High School Judging Rubric

This will be used by the HEC judges to evaluate Senior High School entries. Please note that there are both similarities and differences between the junior and senior rubrics. This includes differences in the criteria for similar sections as well as in the point distribution. Throughout the judging process, judges will be asked to keep in mind that all entries in the senior level have only completed the first year of Senior High School English. Judges may award half marks. Although the rubric only goes as low as 1 point, judges may award zeros if the criterion is not displayed at all.

General Evaluation

Max Score: 25 points

	5	4	3	2	1
Non-verbal communication : gestures, smiles, eye-contact, etc.	Completely natural, automatic, consistent; added to communication	Done effectively, mostly consistent; required some thought	Some effort made to incorporate non-verbal communication ; forced, odd timing	Somewhat aware of need for non-verbal communication ; minimal effort made	Treated as an after-thought; very little non-verbal communication
Pronunciation, intonation, rhythm	N/A	N/A	Near perfect, sounds natural; little effort is needed on the part of the listener to understand; a pleasure to listen to	Words are clear but generally lack flow; certain phrases are not easily understood by listener	Speech is entirely flat; comprehension is generally difficult due to pronunciation, intonation; no rhythm
Communicative ability, irrespective of grammatical accuracy (this includes appropriate one word answers, slang, or using gestures/sounds as substitutes for words)	Student's ideas are naturally understood with next to no effort on listener's part; communication feels natural; listening/seeing student communicate is enjoyable; student diversifies grammar, vocabulary, gestures	Ideas are communicated well; some points of confusion arise; attempts are made to diversify grammar, vocabulary, gestures	General ideas are expressed; details are hard to understand; contradictory ideas seem to be expressed at times	Difficult to understand the student; effort on listener's part is generally required; ideas are ambiguous	Ideas are seldom understood; constant attention and effort is required by the listener

Ability to Deal with Unfamiliar Vocabulary and Grammar	N/A	Unfamiliarity does not bother student; student does not avoid a situation that required new words/grammar ; accurate guess of meaning demonstrated through correct response or use	Student is somewhat anxious about new words/grammar ; may avoid use if practical; has some difficulty determining general meaning	Source of anxiety; avoids use if at all possible; reluctant to guess at meaning; guess is usually limited to determining type of word (i.e., verb, noun, etc.) or what the subject is	New word/grammar is a distraction to student, some preoccupation; minimal guess at meaning; guess is broad, generally incorrect
Grammatical and Structural Accuracy	N/A	N/A	Student demonstrates excellent grammar; mistakes are ones that could be easily made by native speakers and don't affect meaning	Overall structure is generally correct; some mistakes are made; some confusion may arise due to grammar errors	Only very basic grammar is correct; very poor usage of pronouns and verb tenses; word order is generally incorrect
Enthusiasm and Attitude	Student is relaxed; enjoys themselves; doesn't fixate on mistakes; willing to communicate in English, i.e., will volunteer additional information, details, questions to ALT without being asked	Student is generally at ease; answers fully but unwilling to take risks and give expansive responses; worries somewhat about possible minor mistakes	Student is somewhat uncomfortable; responds with full sentences but unwilling to provide any additional information without probing; English use is clearly a source of anxiety	Student is not pleased to be present; responds with bare minimum, i.e., one-word answers wherever possible; hesitant to answer/speak especially if there is the possibility of making a mistake	Student will not respond without excessive probing by the ALT; absolute minimal responses given; refusal to respond at times; tends to look solely at the floor

Section 1: Warm-up Questions

Max Score: 3 points

	3	2	1
Quality of Responses	Responses are natural, lucid, immediately understood; answer are correct and relevant	Responses sound somewhat robotic, forced; responses are somewhat irrelevant	Student is easily confused by questions; provides irrelevant responses

Section 2: Picture Questions

Max Score: 12 points

	3	2	1
Quality of Student Responses	Responses are natural, lucid, relevant; student is able to follow references to picture	Responses are very broad, bordering on irrelevant; some difficulty answering questions	Little to no relevance to picture in responses; a lot of difficulty answering questions
Number of Questions from Student	Student asks three distinct questions, this includes if the students asks "What's this?" twice but points to separate elements.	Student asks only two distinct questions; asks three questions, but two are essentially the same, inquiring for the same information, this includes if the students asks "What's this?" twice but points to separate elements.	Only one question is asked; asks multiple questions but all essentially inquire about the same thing.
Variety and Creativity of Questions from Student	All three questions use different grammar and/or structures, ex. What? vs. Who?; questions do not all refer to obvious elements in the picture; may ask for ALT's opinions	Diversity in questions; do not all refer to the same elements of the picture; some repetition in type of question; questions restricted to concrete elements, do not inquire about opinions	Questions all refer to the same elements or only to the most obvious elements of the picture; questions follow same form

Quality of Questions from Student	Questions are asked earnestly; answers aren't necessarily obvious; linguistic references made to offer context to question, ex. rather than "What's this?" asks "What is beside the tree?"	Questions somewhat contrived, answers immediately obvious; depends somewhat on physical references to picture in order to communicate meaning of questions	Difficult to tell if student is making a statement or asking a question; depends heavily on physical references to picture to communicate meaning of questions
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Section 4: Listening Comprehension

Max Score: 11 points

	4	3	2	1
Understanding and Accuracy of Responses	Student understood the passage in general and many details; responses are correct, relevant	Student understood passage in general; details are somewhat confused; responses are generally on the right track, some minor content errors	Some parts were understood while gaps remain; student able to answer some questions; some large content mistakes made	Understanding is very limited; responses are generally incorrect, irrelevant
Naturalness of Responses	Student is able to summarize information; can discern relevant information for response without needing to repeat full sentences verbatim	Student can identify information for answers; can formulate coherent responses; may need to use some exact phrases and structures heard in passage	Responses can generally be understood; trouble answering questions without repeating verbatim from passage; some mixing up of words quoted from passage	Responses are difficult to understand; student is unable to respond without attempting to quote extensively from passage
Responsiveness	N/A	Student understands quickly what is being asked; responds quickly or takes steps to show they are thinking of a response	Student understands after some delay; responses are somewhat discordant	Extensive, unnatural delay in reaction to question; responses are excessively drawn out, delayed

Section 5: Cartoon Description

Max Score: 15 points

	3	2	1
Creativity	Descriptions are unique; ideas are not obvious; some speculation; some arbitrary relationships between cartoon elements described	Descriptions are not immediately obvious; incorporates some details; description generally does not stray from what can be seen in cartoon	Descriptions offer minimal, obvious information; focus is on only main elements
Breadth of Vocabulary and Grammatical Structures	Variety of grammatical structures used; occasional verb tense variation if appropriate; variety of verbs, adjectives used (ex. beyond “has” and “is,” and “big” and “short”); appropriate identification of cartoon elements	Lack of variety in structures, vocabulary is noticeable; ideas are expressed but heavy reliance on most familiar structures, vocabulary	Lack of variety impedes understanding by listener; sentences are all very simple; almost exclusive reliance on few most familiar structures, vocabulary
Sequencing and Flow *Creating a dialogue is allowed, but is NOT expected at all.	Descriptions of physical elements and actions are done in appropriate order (ex. completing the description of one element before moving on to the next); use of conjunctions; attempts to join together thoughts in logical progression	Descriptions of physical elements and actions are generally done in appropriate order; little use of conjunctions; little to no joining of logical thoughts; minimal difficulty for listener to follow logic of description	Minimal consideration given to order of thoughts; thoughts are generally stated as soon as thought of; thoughts are not joined; very difficult for listener to follow logic of description
Expression	Expression readily used; generally appropriate; makes the description more enjoyable for listener	Some attempt at expression; somewhat inappropriate	Little attempt at expression; used expression is more of a detraction than an asset
Length and Thoroughness (Description time limit: 4 min.)	Student uses close to full time allotment; description covers all main elements of cartoon and some details	Student uses at least half the time allotment; a variety of elements touched upon; some potentially large elements overlooked	Student uses substantially less than half the allotted time; several elements overlooked

Section 6: 20 Questions

Max Score: 14 points

	4	3	2	1
Logical Sequence of Questions	Student clearly keeps previously obtained answers in mind when asking subsequent questions; only minor duplication of information	Student is generally able to keep information in mind when asking subsequent questions; some ordering is odd	Student shows some progression with questioning; some questions beyond the initial ones are needlessly arbitrary	Order of questions shows little logical sequence; most questions are arbitrary with no consideration for previously acquired information
Variety of Questions	N/A	Student uses a variety of structures, vocabulary, ex. asks "Is it blue, hot, in China? Does it have...? Can you eat it?"; asks some questions beyond those concerning physical appearance	Some variety in structure, vocabulary; questions are somewhat heavy in one aspect such as physical appearance; questions use mostly "Is it..." structure but covers multiple aspects	Almost all questions are the same structure, ex. "Is it..., is it..."; focus entirely on one aspect such as physical appearance
Quality of Questions	Student formulates easily understood questions; remembers to ask only yes-no questions; effective vocabulary is used	Questions are easily understood; questions, vocabulary are somewhat broad	Questions are generally understandable with minor effort by the listener; questions don't seek details	Some sentences are not in question form; effort is often needed by the listener
Ability to Deduce Correct Answer in fewer than 20 Questions (*This criterion only applies to the first identity)	N/A	Student guesses correct answer or an appropriate synonym, ex. "blackboard" and "chalkboard"	Student knows what the answer is but is uncertain how to say it; OR student is only able to determine a general answer	Student is on the right track; has a general idea what the answer might be; made a logical guess at answer but was not correct