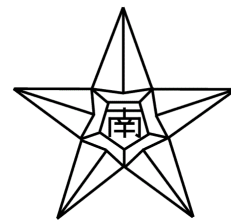


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Children Grow Up in a Community

During the July 6 (Mon) morning broadcast, I talked about the following topic.

The name of the girl in the red shoes is "Kimi Iwasaki." Kimi-chan was entrusted to an America husband and wife at a young age by her mother. A man named Ujo Noguchi, whose own child passed away soon after birth, is the author of the song *Akai kutsu* (Red shoes). The mother of Kimi-chan told Mr. Noguchi the story about how she had entrusted her daughter to the American couple.

It is said that the image of the girl in red shoes was carved into Mr. Noguchi's mind as he listened to Kimi-chan's mother tell her story and he thought "Kimi-chan is certainly living happily in America now," thus inspiring Noguchi to write the song "*Akai kutsu*."

In actuality, while Kimi-chan was indeed taken in by the American couple, they did not actually return to the United States. Until the day she died, Kimi-chan's mother continued to believe that Kimi-chan had made it to America, where she was living a happy and healthy life. The truth turned out to be quite different. Kimi-chan did not get on the boat with the American couple. When the couple were planning on returning home, Kimi-chan became ill with a sickness that was difficult to treat, so they were unable to travel with her, and left her alone in the care of a treatment facility in Tokyo. Separated from her mother at the age of 3, parted from the couple that had raised her until 6, Kimi-chan fought against her illness all by herself. Tragically, Kimi-chan then passed away at the age of 9.



The facility in which Kimi-chan passed away was at Toriizaka Church. Eventually, this facility moved to the area near Juban Inari Shrine. When I think about Kimi-chan, who passed away here in Azabu Juban, I pray that the girl in the red shoes "Kimi-chan" is at peace, and I feel we must be grateful from the bottom of our hearts for what happiness we have now. A statue of "Kimi-chan" now stands in Patio Juban, in the Azabu Juban Shopping Arcade, dedicated to the bond of a mother's love for her child and as a prayer for the happiness of all.

"Akai kutsu" Lyrics: Ujo Noguchi Composition: Nagayo Motori

1 赤い靴(くつ) はいた 女の子 異人(いじん)さんに つれられて 行っちゃった	2 横浜の 埠頭(はとば) から 汽船(ふね)に乗って 異人さんに つれられて 行っちゃった
3 今では 青い目に なっちゃって 異人さんの お国に いるんだろう	4 赤い靴 見るたび 考える 異人さんに 逢(あ)うたび 考える

Summer break is a chance for children to grow within their families and communities. Please make it a meaningful summer break along with your children.

Changes to Report Card Evaluations

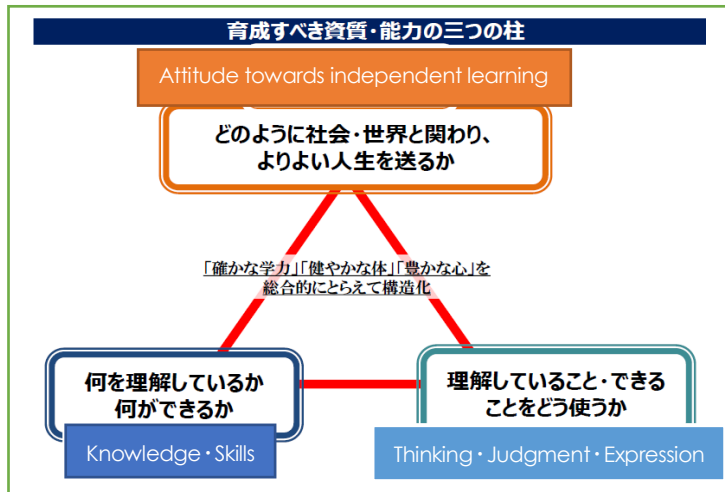
Until 2001, "relative evaluation" was the standard for processing students' grades. "Relative evaluation" (evaluation based on the group) refers to the position of how each individual is positioned in the group, such as grade and class, and the percentage of students within each category is fixed, such as the number of students with a grade of 5 (the highest value) being x% of the total. The report cards of those born in the Showa era (pre-1989) were made in this way.

From 2002 onward, "absolute evaluation" became the method for determining grades. "Absolute evaluation" (evaluation based on goals) refers to an evaluation of how much the goals shown in the curriculum guidelines have been realized and how they have been achieved. Things like the qualities, potential, and progress made by students are all positively evaluated.

In order for the school to conduct proper evaluations, goals that everyone should achieve (or generally achieve) are set for each unit in each subject. Then, the school actively evaluates the potential of each student, helps them to achieve a rich sense of self-fulfillment, and sets evaluation criteria to grasp the process of the students' learning situation accurately (sufficient achievement, general achievement, insufficient achievement), and creates the report cards. The standards of evaluation are a very important material in academic evaluation and support of students, and play a vital role for the improvement of teachers' lessons.

Based on the course of study goals revised in 2017, the three pillars of qualities and abilities shown to the right, evaluations for standards of learning have been organized into 3 points for each subject; "Knowledge and Skills," "Thinking, Judgment, and Expression," and "Attitude towards independent learning."

<Attributes and Abilities that should be Nurtured>



<Former> Evaluation Points

- Interest · Ambition · Attitude
- Thinking · Judgment · Expression
- Skills ○Knowledge · Understanding



<New> Evaluation Points

- Knowledge · Skills
- Thinking · Judgment · Expression
- Attitude towards independent learning

“Knowledge · Skills” Evaluation

It is evaluated by assessing the acquisition status of knowledge and skills through the learning process in each subject, as well as assessing the understanding and acquisition of concepts and skills so that students are able to make use of them in learning other subjects and life situations while relating and utilizing them with existing knowledge and skills. Regarding the way of thinking about “Knowledge · Skills,” the emphasis is similar to the former “Knowledge · Understanding” (evaluation about the knowledge that should be acquired and the understanding of vital concepts from each subject) and “Skills” (evaluation about the practical skills that should be acquired from each subject).

The way of thinking about the “Knowledge · Skills” evaluation is emphasized in the former “Knowledge · Understanding” and “Skills” points as well. As one of the concrete examples of how the evaluation will be conducted, consideration is given to improvement in balancing questions that check the acquisition of factual knowledge and the understanding of conceptual knowledge in a paper test. Properly adopting various methods, such as establishing actual situations for the students to make written explanations, to make observations and do experiments based on the characteristics of the contents of each subject, and to express their ideas and thoughts using math sentences or graphs will also be considered.

“Thinking · Judgment · Expression” Evaluation

It is evaluated by assessing how well students have acquired the necessary thinking, judgment, and expressive abilities solve problems by utilizing their knowledge and skills in each subject. Regarding the way of thinking about “Thinking · Judgment · Expressions,” the emphasis is similar to the former “Thinking · Judgment · Expression.”

The way of thinking about “Thinking · Judgment · Expression” is emphasized in the former “Thinking · Judgment · Expression” evaluation points as well. As a concrete example of how the evaluation is conducted, not only paper tests, but also various activities such as making and presenting essays and reports, discussions among groups and in class, as well as producing and presenting works, and collecting all of these things into a portfolio can all be devised for use as the method of evaluation.

“Attitude towards independent learning” Evaluation

When it is evaluated, it is not simply to evaluate personality and behavioral tendencies such as continuous engagement in activities or proactive sharing of ideas, but rather it is important to evaluate students' willingness towards learning while adjusting their learning by grasping their own learning status and struggling with their learning process for their studies in light of the point of view of an “Attitude towards independent study” in each subject. The former “Interest · Ambition · Attitude” evaluation point was also based on the idea of not only showing interest in the contents of each subject, but also on the attitude of willingly engaging in learning for even better results, and this point is strengthened even more as “Attitude towards independent learning.”

As concrete methods of evaluation, descriptions written in things like notebooks and reports, observations made in class, behavior observations by the teacher, as well as self-evaluations and mutual evaluations by the students can be used as material for teachers to consider when making their evaluations. At that time, it is necessary to conduct the evaluation according to the characteristics of each subject, while thoroughly considering the individual developmental stages and unique personalities of each student, and taking into account the state of the “Knowledge · Skills” and “Thinking · Judgment · Expression” points.

Each time the course of study is revised, the school uses that opportunity to review the evaluation criteria based on the new guidelines. This is an unchanging part of school culture. More details will be explained at the Parent-Teacher Conference in September.