

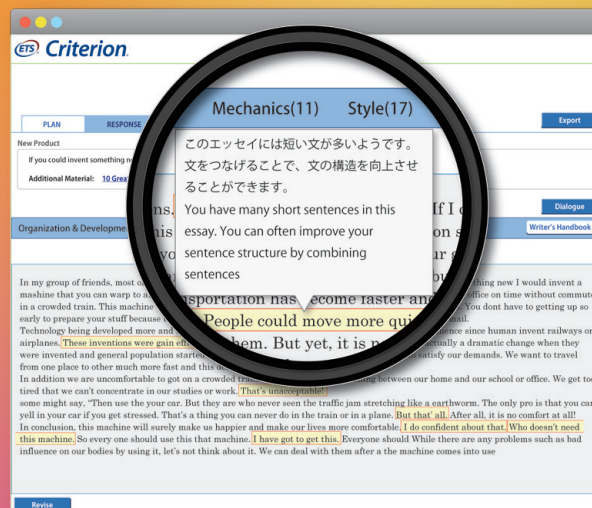


# QUICK START GUIDE

## for Instructor

Japanese/English

Rev. 2023.5.31



### 授業までにすることチェックリスト

- ☐ Instructor アカウント作成 → p.3
- ☐ Class 追加 → p.4
- ☐ Student 登録 → p.5
- ☐ Assignment 登録 → p.11

### INDEX

Part 1. Instructor アカウントの作成・サインイン Creating an Instructor Account / Signing In	3
Part 2. Class の追加 Adding Classes	4
Part 3. Student の登録 Registering Students	5
Part 4. Student がパスワードを忘れたら In case your student forgot his/her Password	9
Part 5. Assignment の登録・複製 Managing Assignments	11
Part 6. 提出状況の確認・Comments 機能・Dialogue 機能 Viewing Students' Submissions / Comments / Dialogue	16
Part 7. 結果の印刷 /PDF 保存 Printing the Results / Saving the results as a PDF file	18
Appendix A: Peer Review 機能 Peer Review Function	22
Appendix B: Instructor が別の School の Class に登録する Instructor Registering to Class in Another School	23

本資料は以下の URL より最新版をダウンロードしていただけます

<https://etsjapan.jp/criterion/pdf/CriterionQuickStartGuideV13INS.pdf>



## Part 1. Instructor アカountの作成・サインイン

### Creating an Instructor Account / Signing In

#### 1.1 Instructor アカountを作成する (Access Code が必要) Creating an Instructor Account (Access Code is required)

管理者から提供された Access Code を使って Instructor アカountを作成します。

管理者から Instructor の User name と Password を受け取っている場合は 1.2 に進んでください。

Below is how to create an instructor account using the Access Code provided by your school administrator.

If you already have received a User Name and a Password from your school administrator, proceed to 1.2.

<https://criterion.ets.org> で New User の下、[Create Account] をクリックします。

Go to <https://criterion.ets.org> and click on [Create Account] under "New User".

Access Code、その他の情報を入力し、[Submit] をクリックします。パスワードは 8 ~ 20 文字で以下の 3 種類以上を含む必要があります。5 回以内の変更で同じものは使用できません。

1. アルファベット大文字
2. アルファベット小文字
3. 数字
4. 記号 !@#\$%^&\*()

Enter the Access Code and other user information, then click on [Submit].

The password should be between 8 and 20 characters and must contain 3 of the following 4 types of characters.

1. Capital letter
2. Lower case letter
3. Number
4. Special symbols !@#\$%^&\*()

Password cannot be reused within a span of 5 password changes.

User Account Created Successfully と表示されたら [OK] をクリックします。

Click on [OK].

#### 1.2 サインイン Signing in

Returning User の下、User name と Password を入力して [Sign In] をクリックします。

Under "Returning User", enter User Name and Password, then click on [Sign In].

< Back to Index

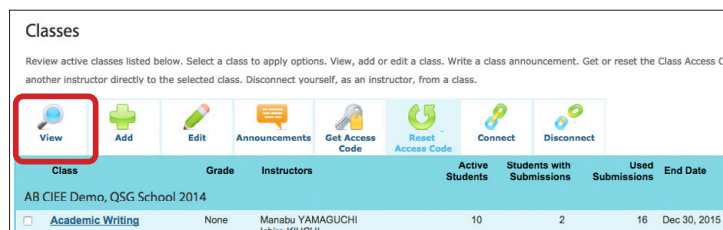
## Part 2. Class の追加 Adding Classes

### 2.1 Class の追加 Adding a Class



Instructor としてサインインして Home 画面を表示します。すでにサインインしている場合、画面上の [Home] をクリックすると Home 画面に移動します。

**Sign in as an Instructor. If you are already signed in as an Instructor, click on "Home".**



[Add] をクリックします。  
**Click on [Add].**

### Add / Edit Class

Create a new class or edit an existing class by selecting or editing the following options and save.

**Level: \***  
Select

**Class Name: \***

**Class Grade Level: \***  
Select

**Writer's Handbook: \***  
Select

**Spellcheck Dictionary: \***  
☒ American  
☒ British

**Class End Date:**

**Timezone: \***  
(GMT+9:00) Osaka, Sapporo, Tokyo

**Instructor:** Taro Inst  
**Courtesy Name:**

**Save**

以下の項目を設定します。

Level: School 名を選択します

Class Name: 任意の Class 名を入力します

Class Grade Level: どの Level でも機能に違いはありません

Writer's Handbook: 適宜選択します

Spellcheck Dictionary: スペルチェックの辞書を選択します

Class End Date: 必要な場合のみ Class の期限を設定します

Time Zone: "(GMT+9:00) Osaka, Sapporo, Tokyo" を選択します

Courtesy Name: 必要な場合のみ入力します

**Set the following options and click on [Save].**

**Level: Select your School**

**Class Name: Enter the Class Name**

**Class Grade Level: Select the Grade Level**

**Writer's Handbook Version: Select properly**

**Spellcheck Dictionary: Tick either or both of the choices**

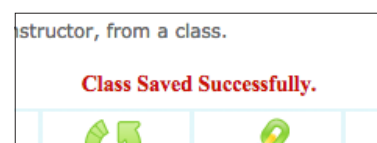
**Class End Date: Set when needed**

**Time Zone: Select "(GMT+9:00) Osaka, Sapporo, Tokyo"**

**Courtesy Name: Optional**

[Save] をクリックし、"Class Saved Successfully" が表示されたら追加完了です。

**If successful, the following message will appear.**





## Part 3. Student の登録 Registering Students

### 3.1 Class に Student を登録する Adding a Student to a Class

Instructor が Class に Student を登録するには以下の手順で行います。

Below is how Instructor can add a student to a class.

Instructor としてサインインして Home 画面を表示します。すでにサインインしている場合、画面上の [Home] をクリックすると Home 画面に移動します。

Sign in as an Instructor. If you are already signed in as an Instructor, click on "Home".

Class 名をクリックします。

Click on a class.

[ROSTER] タブをクリックします。

Click on [ROSTER].

[Add Student] をクリックします。

Click on [Add Student].

必要事項を入力して [Submit] をクリックします。パスワードは 8 ～ 20 文字で以下の 3 種類以上を含む必要があります。

Student は初回サインイン時に Security Question の設定とパスワードのリセットを求められます。

1. アルファベット大文字
2. アルファベット小文字
3. 数字
4. 記号 !@#\$%^&\*()

Enter the student information and click on [Submit]. The password should be between 8 and 20 characters and must contain 3 of the following 4 types of characters.

1. Capital letter
2. Lower case letter
3. Number
4. Special symbols !@#\$%^&\*()

When the student signs in for the first time, s/he will be asked to set the Security Question/Answer and reset the password.

登録が完了したら [Cancel] をクリックします。

After adding studentss, click on [Cancel] to exit from this page.

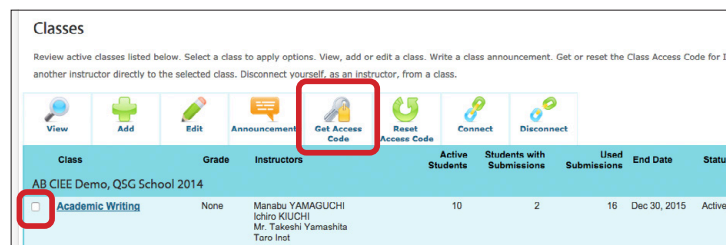
## 3.2 Access Code (for Student) を取得する Getting Class Access Code (for Student)

選択した Class に Student を登録するための Access Code を取得する方法を紹介します。

3.3「Instructor が自分を Student としても登録する」、3.4「学習者が自分で Class に Student として登録する」が必要となります。

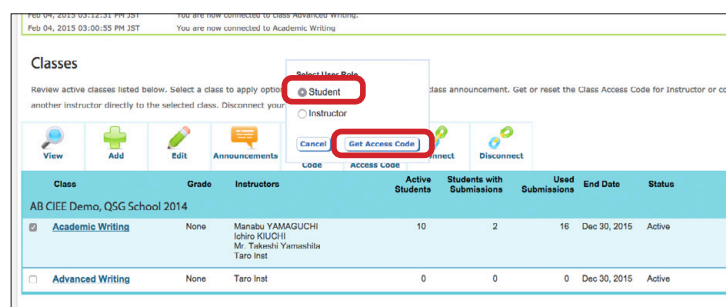
Below is how to get a Class Access Code to register a student to a class.

\*This is only necessary if an instructor needs to register self as a student (3.3) or if students will register themselves to a class (3.4).



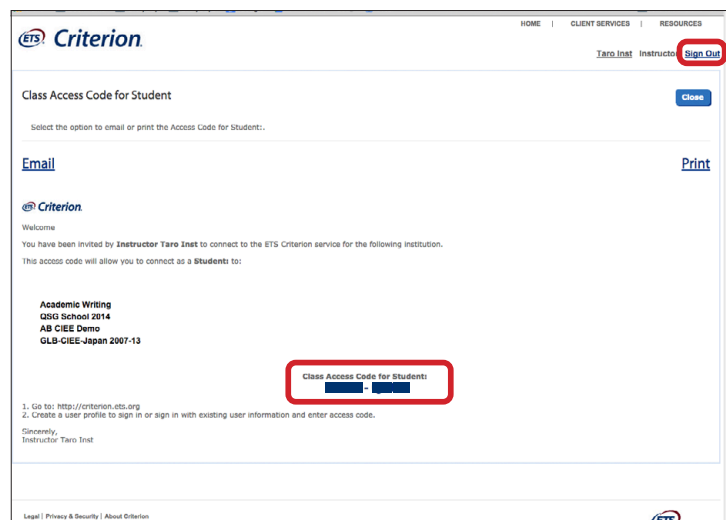
Class 一覧画面で、Student を登録する Class にチェックを入れて [Get Access Code] をクリックします。

In the Class list, tick a box next to a class, then click on [Get Access Code].



Student を選択して [Get Access Code] をクリックします。

Select "Student" and click on [Get Access Code].



表示された 8 桁の Access Code を控え、[Sign Out] をクリックします。

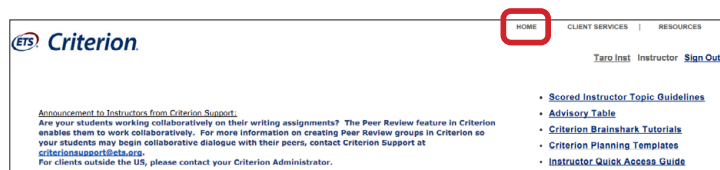
Take a note of the Access Code and click on [Close].

< Back to Index

### 3.3 Instructor 自身が Student として登録する Instructor registering as a Student

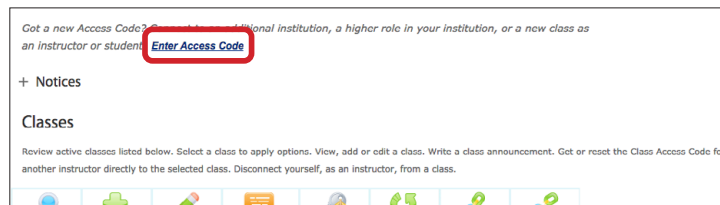
自身が Instructor で、且つ Student としても Class に登録する場合は以下を行います。

Below is how the Instructor register self also as a Student using the Class Access Code gained at 3.2.



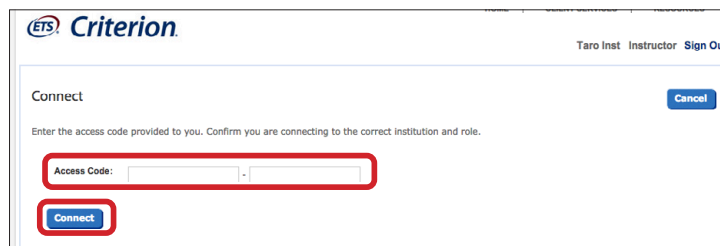
Instructor としてサインインして Home 画面を表示します。すでにサインインしている場合、画面上の [Home] をクリックすると Home 画面に移動します。

Sign in as an Instructor. If you are already signed in as an Instructor, click on "Home".



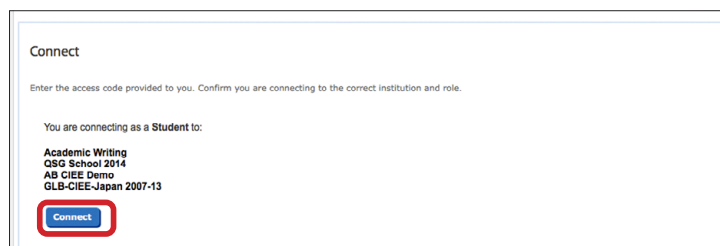
[Enter Access Code] をクリックします。

Click on [Enter Access Code].



3.2 で取得した Access Code を入力し、[Connect] をクリックします。

Enter the Access Code obtained at 3.2 and click on [Connect].



登録先の Class が表示されるので [Connect] をクリックします。

Make sure the class information is correct and click on [Connect].

## 学習者が自ら Student として登録する Student registering self to a Class

3.2 では選択した Class に Student を登録するための Access Code を取得しました。  
ここでは Access Code を使って学習者が自ら Student として登録する方法を紹介します。

Below is how a student can register self to a Class using the Class Access Code obtained at 3.2.  
The Class Access Code should be provided by Instructor or Administrator.

Criterion トップ画面で [Create Account] をクリックします。

Sign in as an Instructor. If you are already signed in as an Instructor, click on "Home".

3.2 で Instructor が取得した Access Code とその他の情報を入力して [Submit] をクリックします。パスワードは 8 ～ 20 文字で以下の 3 種類以上を含む必要があります。

1. アルファベット大文字
2. アルファベット小文字
3. 数字
4. 記号 !@#\$%^&\*()

Enter the Class Access Code gained at 4.2 and other information, then click on [Submit]. The password should be between 8 and 20 characters and must contain 3 of the following 4 types of characters.

1. Capital letter
2. Lower case letter
3. Number
4. Special symbols !@#\$%^&\*()

User Account Created Successfully と表示されたら [OK] をクリックします。

"User Account Created Successfully" will appear. Click on [OK].

トップページが表示されるので、登録した User Name と Password を入力してサインインします。

To sign in, enter the User Name and the Password, then click on [Sign In].

## Part 4. Student がパスワードを忘れたら

### In case your student forgot his/her Password

#### 4.1 Forgot Password 機能を使う (Student による操作)

##### Using "Forgot Password" function (by Student)

Administrator/Instructor が Student のパスワードの閲覧および変更をすることはできません。Student がパスワードを忘れた場合、自分が設定した Security Question に回答してパスワードをリセットする必要があります。Student が Security Question の回答も忘れてしまった場合は、4.2「Student のパスワードをリセットする」をご覧ください。

**Administrator and Instructor are not able to see or modify students' passwords.**  
**In case your student forgot his/her password, s/he needs to answer the security question. If the student cannot remember the answer to the security question, either, see 4.2 "Resetting Student Password".**

The screenshot shows the login interface with two main sections: 'Returning User' and 'New User'. In the 'Returning User' section, there are input fields for 'User name' and 'Password', a 'Sign In' button, and two links: 'Forgot User Name' and 'Forgot Password'. The 'Forgot Password' link is highlighted with a red rectangle.

(Student) Criterion トップ画面で [Forgot Password] をクリックします。

(Student) Click on [Forgot Password].

The screenshot shows the 'Forgot Password' page. It contains instructions and a form with a 'User Name' input field and a 'Submit' button. Both the input field and the button are highlighted with red rectangles.

(Student) User Name を入力して [Submit] をクリックします。

(Student) Enter User Name and click on [Submit].

The screenshot shows the 'Forgot Password' page. It contains instructions and a form with a 'User Name' input field, a 'Security Question' dropdown, and a 'Security Question Answer' input field. The 'Submit' button is also present. The 'Security Question Answer' field and the 'Submit' button are highlighted with red rectangles.

(Student) Security Question の回答を入力し、[Submit] をクリックします。

(Student) Enter the answer to the Security Question and click on [Submit].

The screenshot shows the 'Forgot Password' page. It contains instructions and a form with a 'User Name' input field. Below the form, it displays 'Your new temporary password' and an 'OK' button. The 'OK' button is highlighted with a red rectangle.

(Student) 表示される Temporary Password を控え、[OK] をクリックします。

(Student) Take a note of Temporary Password and click on [OK].

The screenshot shows the login interface. In the 'Returning User' section, there are input fields for 'User name' and 'Password', a 'Sign In' button, and two links: 'Forgot User Name' and 'Forgot Password'. The 'Sign In' button is highlighted with a red rectangle.

(Student) Criterion トップ画面で User Name と Temporary Password を入力して [Sign In] をクリックします。

(Student) Enter the User Name and the Temporary Password, then click on [Sign In].

The screenshot shows the 'Reset Password' page. It contains instructions and a form with 'New Password' and 'Confirm Password' input fields. Both fields are highlighted with red rectangles.

(Student) 新しいパスワードを入力して [Submit] をクリックします。

(Student) Enter the new password twice and click on [Submit].

The screenshot shows the 'Reset Password' page. It contains instructions and a form with 'New Password' and 'Confirm Password' input fields. Below the form, it displays 'Password changed successfully.' and an 'OK' button. The 'OK' button is highlighted with a red rectangle.

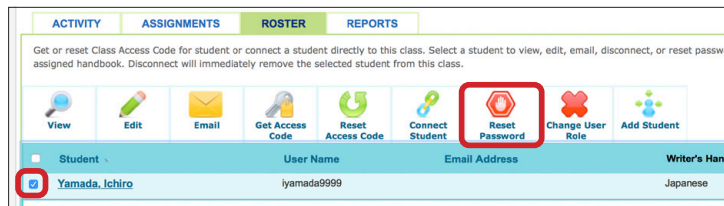
(Student) "Password changed successfully." と表示されたら [OK] をクリックします。

(Student) "Password changed successfully." will appear. Click on [OK].

## Student のパスワードをリセットする Resetting Student Password

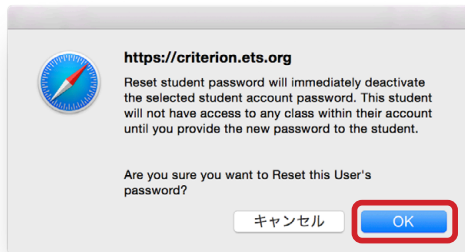
Administrator/Instructor が Student のパスワードの閲覧および変更をすることはできません。Student がパスワードを忘れた上、Security Question の回答も覚えていない場合、Administrator/Instructor がパスワードをリセットすることができます。

Below is how Instructor can reset a student's password.



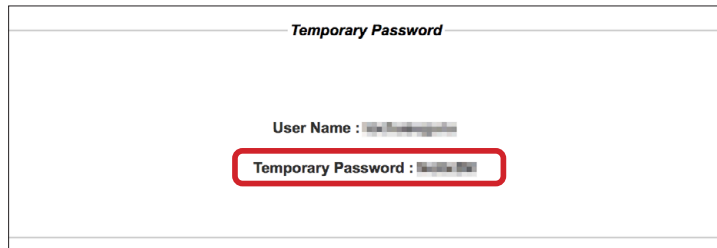
[Roster] タブで Student にチェックを入れ、[Reset Password] ボタンをクリックします。

In the [Roster] tab, tick the box of a student and click on [Reset Password].



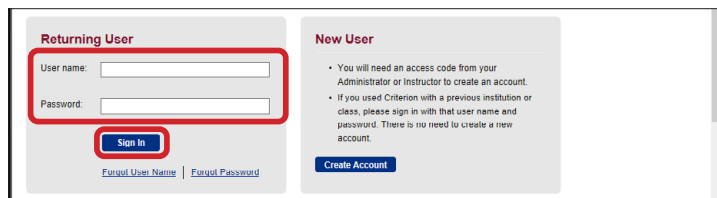
アラートが出るので [OK] ボタンをクリックします。

Click on [OK].



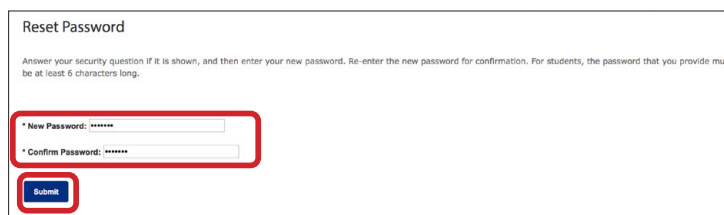
Temporary Password が表示されるので、控えるかコピーして Student に伝えます。

Take a note of the Temporary Password and tell it to the student.



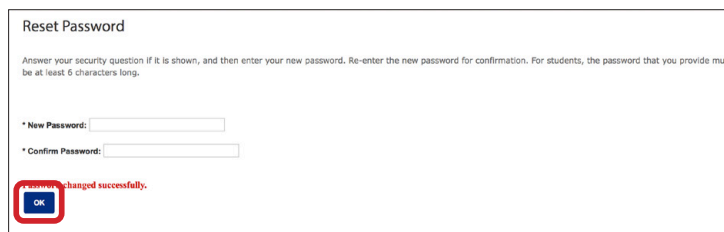
(Student) Criterion トップ画面で User Name と Temporary Password を入力して [Sign In] をクリックします。

(Student) Enter the User Name and Password ,and click on [Sign In].



(Student) 新しいパスワードを入力して [Submit] をクリックします。

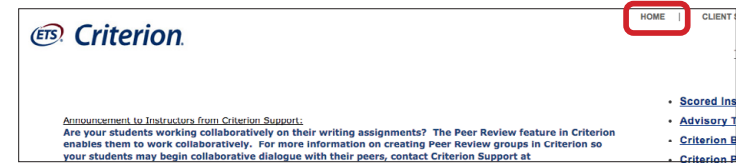
(Student) Enter the new password twice and click on "Submit"



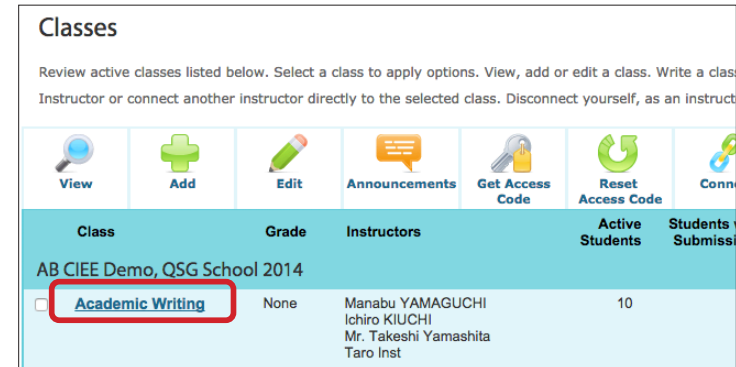
(Student) "Password changed successfully." と表示されたら [OK] をクリックします。

(Student) "Password changed successfully." will appear. Click on [OK].

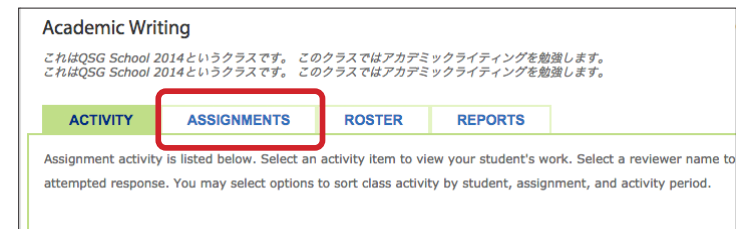
5.1 Assignment を登録する  
Adding an Assignment



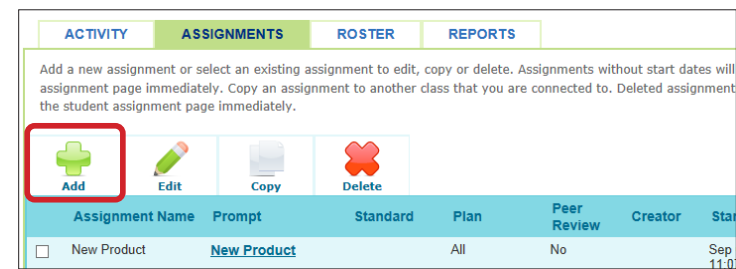
Instructor としてサインインして Home 画面を表示します。すでにサインインしている場合、画面上の [Home] をクリックすると Home 画面に移動します。  
[Sign in as an Instructor. If you are already signed in as an Instructor, click on "Home".](#)



Class 名をクリックします。  
[Click on a Classes.](#)



[Assignments] をクリックします。  
[Click on \[Assignments\].](#)



[Add] をクリックします。  
[Click on \[Add\].](#)



課題を設定して [Save] をクリックします。  
Set the assignment options, then click [Save].

Add / Edit Assignment

Cancel

Create a new assignment or edit an existing assignment by selecting the following options:

Select an Administrator Assignment :

1

☒ No ☐ Yes

2

Assignment Type:

Topic Library

3

\*Level:

Select

\*Mode:

Select

\*Prompt:

Select

View Topic Library

4

\* Assignment Name:

5

\* Assignment Text:

6

Additional Material:

Reference Link:

WEB ページの URL

Display Name:

表示名

Add

↑ Any URL on the Internet

7

Plan Options:

☒ Allow All Plans ☐ No Plan ☐ Assign a Plan

↑全てのプランを利用可 ↑プラン利用不可 ↑プランを指定

Assignment Options:

8

☒ Spell Check

9

☒ Thesaurus

10

☒ Save Draft

11

☒ Limit Students to 10 Attempts

12

☐ Time Limit default or Set Limit: 

minutes

Peer Review:

13

☐ Yes ☒ No

Show Trait Feedback:

14

☒ Organization Development

15

☒ Grammar

16

☒ Usage

☒ Mechanics

☒ Style

17

☒ Writer's Sample

Show Results to Student:

18

☒ Criterion Score

19

☒ Trait Feedback Analysis Chart

20

☒ Trait Levels

Deadline:

21

☐ Yes ☒ No

Plan の種類 Plans

Outline

Idea Web

Idea Tree

Cause and Effect

Advisory の例 Asvisory examples

Advisory	説明 Description
Reuse of Language	同じ内容を繰り返している。 contains more reuse of language, which may be an indication that it contains sentences or paragraphs that are repeated.
Unexpected Topic	トピックとは関係のないエッセイ appears to be on a subject that is different from the assigned topic.
Restatement	問題文の繰り返しをしている。 a restatement of the topic with few additional concepts

Yes への変更を推奨  
Recommended to select [YES]

最後に必ず [Save] をクリック !!  
Do not forget to click [Save] !!

Save

12



- 1 Select an Administrator Assignment** Admin 課題の選択  
Administrator が作成した Assignment 使用する場合に Yes を選択。  
[Select Yes to choose from the assignments that your Administrator created.](#)

- 2 Assignment Type** 課題の種類 **Scored Instructor Topic を使用する場合は P.14 もご覧ください**

種類 Type	説明 Description	E-rater®
Topic Library	400 以上ある Criterion 付属のトピック。より精度の高い採点。 <a href="#">400+ prompts that come with Criterion. More reliable than other types.</a>	Score: ○ Feedback: ○
Scored Instructor Topic	教員が作成するトピック。選択したカテゴリー内にトピック追加可能。 <a href="#">Instructor's original prompts that will give score and feedback by E-rater®. For essays.</a>	Score: ○ Feedback: ○
Text Editor	教員が作成するトピック。スコアは出ない。エッセイ以外のテキスト向け。 <a href="#">Instructor's original prompts that will give feedback by E-rater®. For non-essays.</a>	Score: × Feedback: ○

- 3 Level/Mode/Prompt**  
レベルやモードで絞り込んでプロンプトを選択。  
[Select a Level, Mode, then Prompt from the drop-down list.](#)  
LEVEL: Grade (4, 5, 6, 7, 8, 9, 10, 11, 12), College (1st Year, 2nd Year), TOEFL®, TOEFL Junior®, GRE®  
Mode: Expository, Persuasive, Descriptive, Narrative, etc.

- 4 Assignment Name** 課題名  
Student ページに表示される課題名を入力。課題名の変更はこの課題に最初の提出が行われるまで可能です。(最大 60 文字)  
[The title of the assignment that will be presented on student page. Modifiable until first submission. Maximum 60 characters.](#)

- 5 Assignment Text** 課題文  
トピックと指示を含むテキスト。付属トピックの課題文は変更できません。  
[Prompt text. The text of the prompts from the topic library is not modifiable.](#)

- 6 Additional Material** リンク追加機能  
課題ページにインターネット上のリンクを表示する機能。例：ニュース記事、エッセイの書き方ページ、参照する PDF の保存先など  
[Links to Web pages. Multiple links can be added.](#)

- 7 Plan Options** プランニングツール  
Student が使用できるプランの設定。  
[How the planning tools will be available to students](#)

- 8 Spell Check / Thesaurus** スペルチェック機能 / 類語辞典機能  
スペルチェック機能および類義語を提案する機能。(デフォルト = オン)  
[Spell Check function and Thesaurus function for students](#)

- 9 Save Draft** 下書き保存機能  
教員は提出前テキストの閲覧やコメントの追加が可能。(デフォルト = オン)  
[Saved drafts will be available for Instructors to read, print and add comments to.](#)

- 10 Limit Students to --- Attempts** 提出回数制限  
最大提出回数の設定。1 回提出し、その後書き直して提出する場合は「2」。(デフォルト = 10)  
[The number allowed for students to submit. This is set 10 by default.](#)

- 11 Time Limit** タイムリミット  
オンにすると 30 分 (または 45 分) で回数は 1 回のみに固定。(デフォルト = オフ)  
[Checking this will set the time limit \(30 or 45 minutes\) and will automatically allow only 1 attempt.](#)

- 12 Peer Review** ピア・レビュー  
Student 同士のレビューを可能にする機能。詳細は Appendix A をご覧ください。  
[Select \[Yes\] to enable the Peer Review function.](#)

- 13 Show Trait Feedback** 自動評価の表示設定  
各評価の Student への表示有無を設定。  
[Uncheck the boxes to hide the trait feedback from students.](#)

- 14 Writer's Sample** サンプルエッセイ  
サンプルエッセイの Student への表示有無を設定。  
[Uncheck the box to hide sample essays from students.](#)

- 15 Show Results to Student / When Advisory is Present** Advisory 判定時の各評価表示有無  
Student への表示有無を設定します。また、Advisory 判定が出た時 (下図参照) の動作も別途設定できます。デフォルトは「No」ですが、「Yes」への変更を推奨します。  
[An advisory will be coincided with the score analysis when e-rater finds the essay to be...](#)  
[Select \[Yes\] to show results whv advisory is present. It is recommended to select \[Yes\].](#)

- 16 Deadline** 課題の有効期限  
Yes を選択して課題の開始日時と終了日時を設定。  
[Set the window for students to submit an essay to this assignment](#)

## Scored Instructor Topic 作成方法

### Creating an Assignment with a Scored Instructor Topic

Scored Instructor Topic 作成時は以下を参考にしてください。下記以外の項目については前ページをご覧ください。

Below is for your reference to create an assignment with a Scored Instructor Topic.

The screenshot shows a web form for creating an assignment. It includes the following elements:

- 1 Select an Administrator Assignment :** Radio buttons for "No" (selected) and "Yes".
- 2 Assignment Type:** A dropdown menu showing "Scored Instructor Topic".
- 3 \*Level:** A dropdown menu showing "GRADE 9".
- \*Mode:** A dropdown menu showing "Persuasive".
- \*Prompt:** A dropdown menu showing "Gr 9 Scored Instructor Topic F".
- 4 \* Assignment Name:** A text input field.
- 5 \* Assignment Text:** A large text area with a rich text editor toolbar (bold, italic, underline, link, unlink, list, indent, outdent, font color, background color, font name, font size, undo, redo, print, help).
- 11** ☒ **Limit Students to** 1 **Attempts**
- 12** ☒ **Time Limit default or Set Limit:** 30 **minutes**

#### 1 Select an Administrator Assignment

No を選択

Select "No".

#### 2 Assignment Type

「Scored Instructor Topic」を選択

Select "Scored Instructor Topic".

#### 3 Level/Mode/Prompt

Level: Grade 4 ~ 12、College 1st ~ 2nd Year から選択

※ TOEFL、TOEFL Jr.、GRE は選択できません

Mode: All, Expository または Persuasive から選択

Prompt: 以下から選択

Scored Instructor Topic Expos 4pt (Expository, 4 点満点)

Scored Instructor Topic Expos 6pt (Expository, 6 点満点)

Scored Instructor Topic Pers 4pt (Persuasive, 4 点満点)

Scored Instructor Topic Pers 6pt (Persuasive, 6 点満点)

Level: Select from Grades 4-12 and College 1st and 2nd years

Mode: Select from All, Expository, or Persuasive

Prompt: Select from below

Scored Instructor Topic Expos 4pt (Expository, 4-point scale)

Scored Instructor Topic Expos 6pt (Expository, 6-point scale)

Scored Instructor Topic Pers 4pt (Persuasive, 4-point scale)

Scored Instructor Topic Pers 6pt (Persuasive, 6-point scale)

#### 4 Assignment Name

課題名を入力

Enter the Assignment Name

#### 5 Assignment Text

問題・指示を入力。日本語、文字修飾可。

Enter the Assignment Text.

#### 11 Limit Students to \_\_ Attempts:

提出可能回数を設定 (試験の場合は通常「1」)

Set number of assignments you will allow students to submit. Set "1" for a testing purpose.

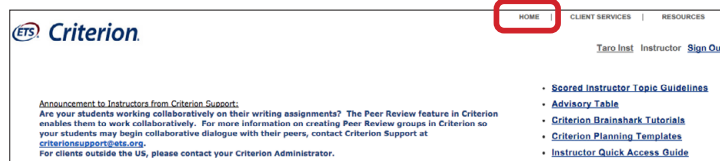
#### 12 Time Limit default or Set Limit:

制限時間を設定 (チェックを入れると提出可能回数は強制的に 1 回に設定されます)。

Check the box to set the time limit.

別の Class に Assignment を複製するには複製元・複製先どちらの Class にも登録されている必要があります。Class への登録は Administrator に依頼してください。

**Make sure you are assigned to both the class that you wish to copy an assignment from and the class that you wish to copy to. If not, talk to your school administrator.**



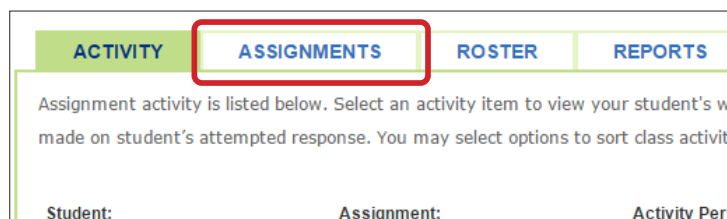
Instructor としてサインインして Home 画面を表示します。すでにサインインしている場合、画面上の [Home] をクリックすると Home 画面に移動します。

**Sign in as an Instructor. If you are already signed in as an Instructor, click on "Home".**

<input type="checkbox"/>	<b>Academic Writing</b>	None	Manabu YAMAGUCHI Ichiro KIUCHI Taro Inst
<input type="checkbox"/>	<b>Academic Writing II</b>	None	Manabu YAMAGUCHI Taro Aoyama
<input type="checkbox"/>	<b>Academic Writing III</b>	None	Manabu YAMAGUCHI

Class をクリックします。

**Click on a Class with the assignment you wish you copy.**



Assignments タブをクリックします。

**Click on Assignments Tab.**

Add	Edit	Copy	Delete
Assignment Name	Prompt	Standard	
<input checked="" type="checkbox"/> New Product 201704	New Product		

複製元の Assignment にチェックを入れ、[Copy] をクリックします。

**Click on the box next to the assignment you wish to copy.**

Copy Assignment
Cancel

Select one or many classes to copy the assignment to. Save your selections.

Assignments:	Classes
<input checked="" type="checkbox"/> New Product 201704	AB CIEE Demo, QSG School 2014
	<input type="checkbox"/> Academic Writing
	<input checked="" type="checkbox"/> Academic Writing II
	<input checked="" type="checkbox"/> Academic Writing III

Save

複製元の Assignment と複製先の Class にすべてチェックを入れ、[Save] をクリックします。

**Select the assignment and the classes to which it will be copied and click on [Save].**

Assignment copied successfully

「Assignment copied successfully」と表示されたら複製完了です。  
**"Assignment copied successfully" will appear.**

## Part 6. 提出状況の確認・Comments 機能・Dialogue 機能

### Viewing Students' Submissions / Comments / Dialogue

#### 6.1 提出状況を確認する

##### Viewing Students' Submissions

ACTIVITY ASSIGNMENTS ROSTER REPORTS

Assignment activity is listed below. Select an activity item to view your student's work. Select a reviewer name to view the comments or dialogue made on the student's attempt. You may select options to sort class activity by student, assignment, and activity period.

Student: All Students Assignment: All Assignments Activity: Most Recent Status: All Activities go

View Comments View Dialogue

Student	Assignment	Activity	Reviewer - Instructor	Reviewer - Student	Result
CIEE, Taro	New Product 20191227	Attempt 1 - Jan 15, 2020 09:40:03 AM JST			Advisory

Class を開きます。フィルター機能を使って Attempt を絞り込みます。  
Open a Class. Use the filters to narrow down the attempts.

Student: All Students Assignment: All Assignments Activity: Most Recent Status: All Activities go

「All Students」または Student 名を選択します。

「All Assignments」または Assignment 名を選択します。

以下から選択します。

- Most Recent
- All Dates
- Since Sign In
- Past Day
- Past Week
- Past Month

以下から選択します。

- All Activities
- Not started
- All
- Attempts

All Activities は Attempt と Saved Draft を含みます

[go] をクリックして適用

New Product (Due 11/30)	Attempt 3 - Dec 24, 2014 03:37:48 PM JST	(5/6)
	Idea Web - Nov 26, 2014 12:02:54 PM JST	
New Product 9999	Saved Draft - Jan 30, 2015 05:53:09 PM JST	N/A

[Activity] タブにはエッセイを提出したりドラフトの保存をした Student のみ表示され、"Attempt 3" (3 回目の提出)、"Saved Draft" (保存済ドラフト) のように表示されます。

確認したいものをクリックします。  
The [Activity] tab shows the saved drafts and saved plans, and submitted essays along with the score.  
Clicking on any of these will open the results.

[Response] タブが表示され、エッセイおよび Criterion によるフィードバックを見ることができます。

[Results] タブに切り替えると、スコアと Trait Levels が表示されます。

When you open an attempt, the [Response] tab will appear. To view the score and the trait levels, click on the [Results] tab.

Comments 機能 (p.17)  
Comment Function (p.17)

フィードバック  
Feedback  
categories

エッセイ  
Essay

Trait Levels

PLAN RESPONSE RESULTS [Response] Tab

New Product (Due 11/30)

If you could invent something new, what product would you develop? Use specific details to explain why this invention is needed.

Additional Material: [Article] 10 Greatest Inventions of Our Time

Comments Dialogue

Organization & Development Grammar (2) Usage (10) Mechanics (12) Style (17)

Organization & Development

In my group of friends, most of him like new inventions. The are after latest technologies. If I could invent something new I would invent a machine that you can warp to anywhere you want. This machine will enable you to arrive on school or at your office on time without consume in a crowded train. This machine would even teleport you from oregon to tokyo, where your greatgrandpa is. You dont have to getting up so early to prepare your stuff because the machine will transfer you right after you push the button like an email.

Technology being developed more and more, forms of transportation has become faster and more convenience since human invent railways or airplanes. These inventions were gain efficiency as well. So People could move more quicker. It was actually a dramatic change when they were invented and general population started to make use of them. But yet, it is not sufficient to satisfy our demands. We want to travel from one place to other much more fast and this desire knows no bounds

In addition we are uncomfortable to got on a crowded train. Every morning and evening between our home and our school or office. We get too tired that we can't concentrate in our studies or work. That's unacceptable!

Score Analysis Feedback Analysis [Results] Tab

The Criterion score reflects the overall quality of the writing. It is a single numerical score given to the essay as a whole. Scores range from 1 to 6 or 1 to 4, with 1 being the lowest score. The Criterion score is aligned to each grade/level based on models built from essays previously scored by human readers. The Criterion score should never be equated with a grade or mark which takes into account everything about the essay, including content.

Criterion Score

5/6 Criterion Score

You have solid writing skills and something interesting to say. Your essay: Responds more effectively to some parts of the topic or task than to other parts

- Shows some depth and complexity in your thinking
- Organizes and develops your ideas with reasons and examples that are appropriate
- Uses the range of language and syntax available to you
- Uses grammar, mechanics, or sentence structure with hardly any error

Trait Levels

Word Choice	Grammar, Usage and Mechanics - Conventions	Organization, Development and Style
Proficient	Proficient	Advanced
Writing at the Proficient level contains simple words used correctly with some specific word choices.	Writing at the Proficient level contains some errors, but they do not generally prevent understanding.	Writing at the Advanced level is well organized with clear transitions and a maintained focus. It sustains sentence variety.

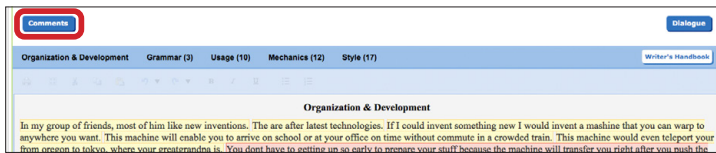
結果のエクスポート・印刷  
Export or Print

ダイアログ機能 (p.17)  
Dialogue Function (p.17)

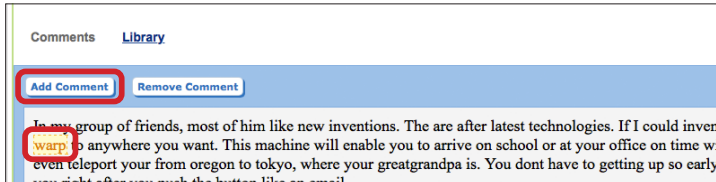
## 6.2 Comments 機能を使う

### Comments Function

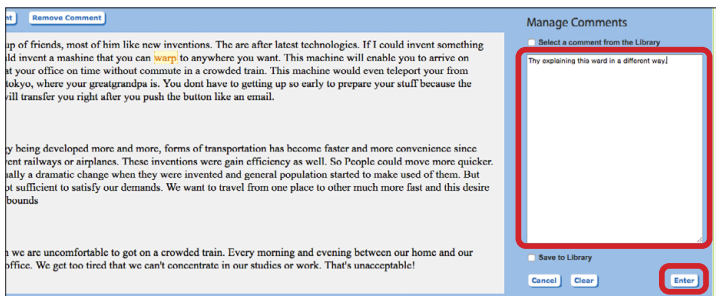
Comments 機能を使って学習者のエッセイ内の単語にコメントを追加することができます。Below is how Instructor can attach comments to words in student's essay. This function is not available to Administrator.



エッセイを表示させ、[Comments] ボタンをクリックします。  
Open an Essay and click on [Comments].

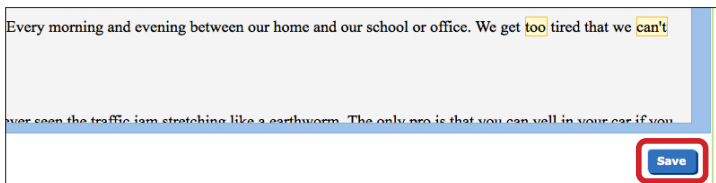


単語をクリックし、[Add Comment] をクリックします。  
Click on a word in the essay and click on [Add Comment].



画面右側に表示される入力欄にコメントを入力し、[Enter] をクリックします。

Enter your comment in the box that will appear on the right side of the essay and click on [Enter].

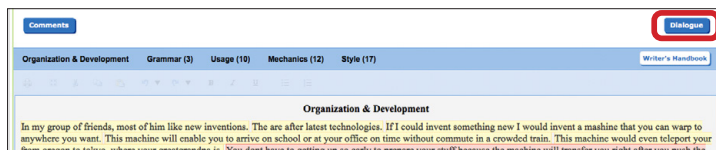


コメントを全て追加したら [Save] をクリックします。  
After adding comments, click on [Save].

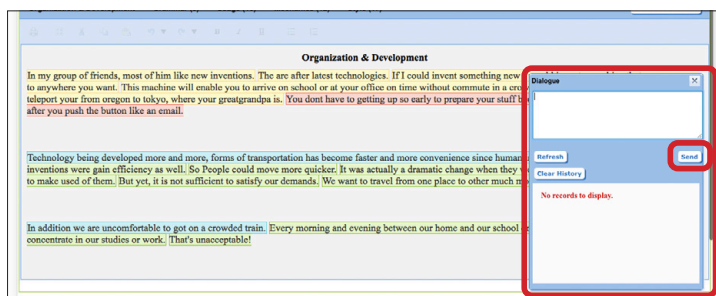
## 6.3 Dialogue 機能を使う

### Dialogue Function

Dialogue 機能を使って、エッセイ全体に関するコメントを入力したり、学習者の質問に回答することができます。Below is how Instructor can add comments on the essay or communicate with the student using the Dialogue function.



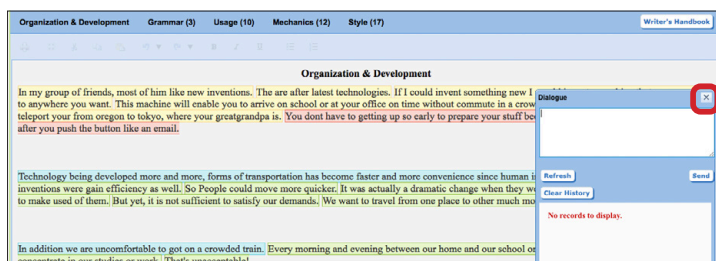
エッセイを表示させ、[Dialogue] ボタンをクリックします。  
Open an essay and click on [Dialogue].



画面右側に表示される入力欄にコメントを入力し、[Send] をクリックします。

Dialogue を更新するには [Refresh] をクリックします（自動的に更新されません）。

Enter your comment in the box that will appear on the right side of the window and click on [Send].  
Click [Refresh] to load the latest communication.



Dialogue ウィンドウ右上の [X] をクリックしてウィンドウを閉じます。

Click on [X] to close the Dialogue window.



## Part 7. 結果の印刷 /PDF 保存

### Printing the Results / Saving the results as a PDF file

#### 7.1 エッセイごとに結果を印刷 /PDF 保存する

##### Printing the results / Saving the results as a PDF (of an Attempt)

一つのエッセイのみの結果を印刷する方法です。

Below is how to print the results or saving them as a PDF document of an Attempt.

The screenshot shows the 'New Product (Due 11/30) - Attempt 3' page. The 'RESULTS' tab is selected, displaying the student's response and the 'Organization & Development' section. The 'Export' button is highlighted with a red box in the top right corner.

Student のエッセイを表示させてから、[Export] ボタンをクリックします。

Open an attempt and click on [Export].

The screenshot shows the 'Export' dialog box. It lists the available results for export, including 'Assignment', 'Response', and 'Results'. The 'Results' section is expanded, showing 'Criterion Score', 'Trait Levels', and 'Trait Errors'. The 'Export' button is highlighted with a red box in the bottom right corner.

印刷したい内容を選択し、[Export] をクリックします。選択項目が多いほどページ数も多くなります。

Select the types of results and click on [Export].

The screenshot shows the downloaded HTML file. It displays the student's response and the 'Organization & Development' section. The 'Export' button is highlighted with a red box in the bottom right corner.

ダウンロードした HTML ファイルを開き、印刷をします。

Open the downloaded HTML file and print or save as a PDF file.  
Saving as a PDF file may not be available depending on the kinds or versions of either the OS or the browser.

< Back to Index

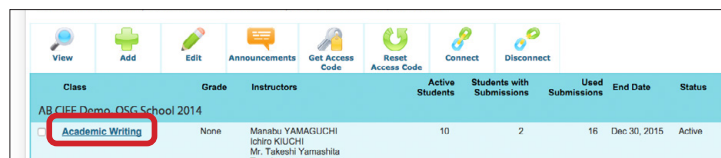
Class 全体の提出を全て印刷したり、個別の Student や Assignment を指定して印刷 (または PDF 保存) することもできます。

Below is how to print the various kinds of reports and save them as PDF files.



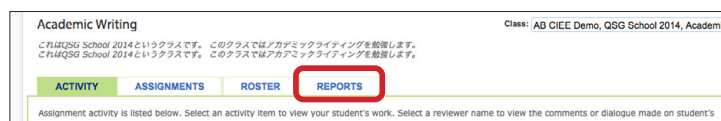
Instructor としてサインインして Home 画面を表示します。Home 画面でない場合は画面右上の [Home] をクリックします。

Open the [Reports] tab of a class.



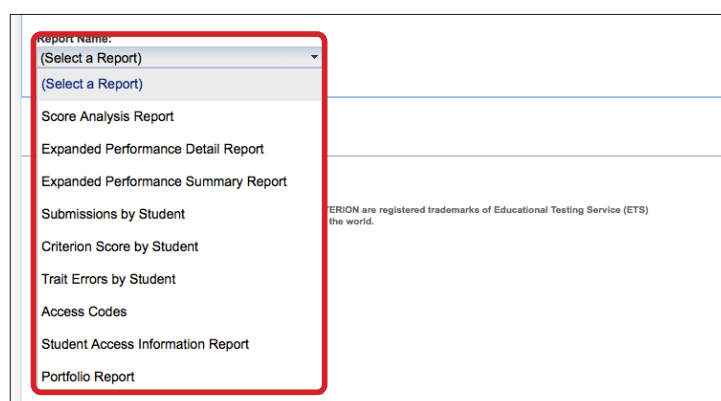
Class 名をクリックします。

Click on a class.



[Reports] タブをクリックします。

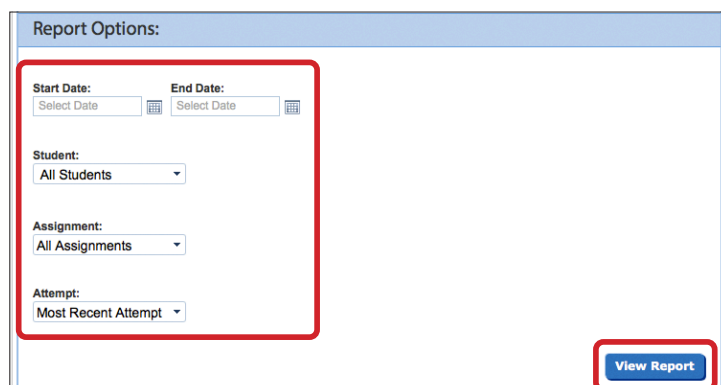
Click on [Reports] tab.



[Select a Report] から以下のいずれかを選択します。

Select either of the following among [Select a Report].

Report	説明 Description
Score Analysis Report → 詳細は p.20	評価の概要とエッセイのみ出力します。エッセイごとに変更ページされます。 Summary of the Results and Essays.
Expanded Performance Detail Report → 詳細は p.20	評価の詳細とエッセイを出力します。 ※エッセイあたりの印刷枚数が多いのでご注意ください。 Details of the results and Essays.
Expanded Performance Summary Report → 詳細は p.21	評価の概要とフィードバック項目別のエラー数、エッセイを出力します。 Summary of the Results, Numbers of Errors by Type and Essays.



各項目を設定し、[View Report] をクリックします (各レポート共通)。

Set the options and click on [View Report]

Start Date / End Date: 検索期間を設定します

Student: "All Students" が個別の Student を選択します

Assignment: "All Assignments" が個別の Assignment を選択します

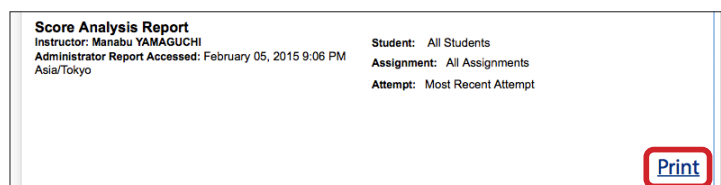
Attempt: "Most Recent Attempt" か "All Attempts" を選択します

Start Date / End Date: Start date and end date of the search

Student: "All Students" or individual student

Assignment: "All Assignments" or individual assignment

Attempt: "Most Recent Attempt" or "All Attempts"



[Print] をクリックします。

Click on [Print].



印刷のダイアログが表示されるので適宜設定をして、ページ数、プレビューをよく確認してから印刷します。この時に OS やブラウザの機能を使用することで PDF として保存することも可能です。(OS、ブラウザにより画面が異なります)

The printing dialogue wil appear. Set the options and print the report or save it as a PDF file.

## Score Analysis Report の出カイメージ

p.1 レポートのサマリー

p.2 スコアとエッセイ

p.3 スコアとエッセイ

p.4 スコアとエッセイ

Score Analysis Report  
Instructor: Ichiro Yamada  
Administrator Report Accessed: June 02, 2019 11:38 PM Asia/Tokyo

Student: All Students  
Assignment: All Assignments  
Attempt: All Attempts

Score: 4 out of 6

Question:  
If you could invent something new, what product would you develop? Use specific details to explain why this invention is needed.

Essay:  
In my group of friends, most of them like new inventions. They are after latest technologies. If I could invent something new I would invent a machine that you can warp to anywhere you want. This machine will enable you to arrive at school or at your office on time without commute in a crowded train. You don't have to get up so early to prepare your stuff because the machine will transfer you right after you get into the machine. This machine would even teleport your from oregon to tokyo, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is.

Dialogue:  
Every morning and evening between our home and our school or office. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable.

Comments:

CIEE, Taro  
Academic Writing  
New Product (Due 2017/11/20)  
Submitted: Dec 13, 2018 11:17:01 AM JST  
Score: 4 out of 6

← Student, Class, Assignment  
← 提出日時  
← スコア

Question:  
If you could invent something new, what product would you develop? Use specific details to explain why this invention is needed.

Essay:  
In my group of friends, most of them like new inventions. They are after latest technologies. If I could invent something new I would invent a machine that you can warp to anywhere you want. This machine will enable you to arrive at school or at your office on time without commute in a crowded train. You don't have to get up so early to prepare your stuff because the machine will transfer you right after you get into the machine. This machine would even teleport your from oregon to tokyo, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is.

Dialogue:  
Every morning and evening between our home and our school or office. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable.

Comments:

## Expanded Performance Detail Report の出カイメージ ※印刷枚数が多くなります。

p.1 レポートのサマリー

p.2 スコアとフィードバック

p.3 フィードバック (続き)

p.4 フィードバック (続き)

Score Analysis Report  
Instructor: Ichiro Yamada  
Administrator Report Accessed: June 02, 2019 11:38 PM Asia/Tokyo

Student: All Students  
Assignment: All Assignments  
Attempt: All Attempts

Score: 5 out of 6

Question:  
If you could invent something new, what product would you develop? Use specific details to explain why this invention is needed.

Essay:  
In my group of friends, most of them like new inventions. They are after latest technologies. If I could invent something new I would invent a machine that you can warp to anywhere you want. This machine will enable you to arrive at school or at your office on time without commute in a crowded train. You don't have to get up so early to prepare your stuff because the machine will transfer you right after you get into the machine. This machine would even teleport your from oregon to tokyo, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is.

Dialogue:  
Every morning and evening between our home and our school or office. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable.

Comments:

CIEE, Taro  
Academic Writing  
New Product (Due 2017/11/20)  
Submitted: Dec 13, 2018 12:34:12 PM JST  
Attempt Number: 10  
Score: 5 out of 6

← Student, Class, Assignment  
← 提出日時  
← 提出回数  
← スコア

Question:  
If you could invent something new, what product would you develop? Use specific details to explain why this invention is needed.

Essay:  
In my group of friends, most of them like new inventions. They are after latest technologies. If I could invent something new I would invent a machine that you can warp to anywhere you want. This machine will enable you to arrive at school or at your office on time without commute in a crowded train. You don't have to get up so early to prepare your stuff because the machine will transfer you right after you get into the machine. This machine would even teleport your from oregon to tokyo, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is. You don't have to worry about traffic jams, where your greatgrandpa is.

Dialogue:  
Every morning and evening between our home and our school or office. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable.

Comments:

bounds.<sup>1</sup> In addition we are uncomfortable to get on a crowded train and our school or office.<sup>2</sup> We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable. We get too tired that we can't concentrate in our studies or work. That's uncomfortable.

pro is that you can yell in your car if you get stressed.<sup>3</sup> The plane.<sup>4</sup> But that's all. After all, it is no comfort at all.<sup>5</sup> In conclusion, this machine will surely make us happier and more confident about that. Who doesn't need this machine. So every one should use it. Everyone should While there are any problems such as bad influence on our bodies deal with them after the machine comes into use.

<sup>1</sup>Criterion は3つ以上の展開文を検出しました。これらの展開文を必要に応じてトピックセンテンスを補充するための、詳細な展開文を改善するためのポイントを押さえることがCriterion は Identified three or more supporting idea the topic sentence of your paragraph? Use examples extend your main ideas. Look in the Writer's Handbook

↑フィードバックコメント



p.4 スコア、サマリー、エッセイ

CEE, Tets  
 Answer Sheet  
 Date Received: 03/17/2002  
 Date of Birth: 03/17/1981 11:53:43 AM PST  
 Question Number: 1  
 Count: 1

**Question:**  
 If you could make anything new, what product would you develop? Use specific details to explain why this invention is needed.

Criterion Score: 5 out of 6

**Text Feedback Analysis:**  
 Comments:

Usage:	10 Errors	1. 31-Remain Verbs 2. 31-Remain Verbs 3. 31-Remain Verbs 4. 31-Remain Verbs 5. 31-Remain Verbs 6. 31-Remain Verbs 7. 31-Remain Verbs 8. 31-Remain Verbs 9. 31-Remain Verbs 10. 31-Remain Verbs 11. 31-Remain Verbs 12. 31-Remain Verbs 13. 31-Remain Verbs 14. 31-Remain Verbs 15. 31-Remain Verbs 16. 31-Remain Verbs 17. 31-Remain Verbs 18. 31-Remain Verbs 19. 31-Remain Verbs 20. 31-Remain Verbs 21. 31-Remain Verbs 22. 31-Remain Verbs 23. 31-Remain Verbs 24. 31-Remain Verbs 25. 31-Remain Verbs 26. 31-Remain Verbs 27. 31-Remain Verbs 28. 31-Remain Verbs 29. 31-Remain Verbs 30. 31-Remain Verbs 31. 31-Remain Verbs 32. 31-Remain Verbs 33. 31-Remain Verbs 34. 31-Remain Verbs 35. 31-Remain Verbs 36. 31-Remain Verbs 37. 31-Remain Verbs 38. 31-Remain Verbs 39. 31-Remain Verbs 40. 31-Remain Verbs 41. 31-Remain Verbs 42. 31-Remain Verbs 43. 31-Remain Verbs 44. 31-Remain Verbs 45. 31-Remain Verbs 46. 31-Remain Verbs 47. 31-Remain Verbs 48. 31-Remain Verbs 49. 31-Remain Verbs 50. 31-Remain Verbs 51. 31-Remain Verbs 52. 31-Remain Verbs 53. 31-Remain Verbs 54. 31-Remain Verbs 55. 31-Remain Verbs 56. 31-Remain Verbs 57. 31-Remain Verbs 58. 31-Remain Verbs 59. 31-Remain Verbs 60. 31-Remain Verbs 61. 31-Remain Verbs 62. 31-Remain Verbs 63. 31-Remain Verbs 64. 31-Remain Verbs 65. 31-Remain Verbs 66. 31-Remain Verbs 67. 31-Remain Verbs 68. 31-Remain Verbs 69. 31-Remain Verbs 70. 31-Remain Verbs 71. 31-Remain Verbs 72. 31-Remain Verbs 73. 31-Remain Verbs 74. 31-Remain Verbs 75. 31-Remain Verbs 76. 31-Remain Verbs 77. 31-Remain Verbs 78. 31-Remain Verbs 79. 31-Remain Verbs 80. 31-Remain Verbs 81. 31-Remain Verbs 82. 31-Remain Verbs 83. 31-Remain Verbs 84. 31-Remain Verbs 85. 31-Remain Verbs 86. 31-Remain Verbs 87. 31-Remain Verbs 88. 31-Remain Verbs 89. 31-Remain Verbs 90. 31-Remain Verbs 91. 31-Remain Verbs 92. 31-Remain Verbs 93. 31-Remain Verbs 94. 31-Remain Verbs 95. 31-Remain Verbs 96. 31-Remain Verbs 97. 31-Remain Verbs 98. 31-Remain Verbs 99. 31-Remain Verbs 100. 31-Remain Verbs 101. 31-Remain Verbs 102. 31-Remain Verbs 103. 31-Remain Verbs 104. 31-Remain Verbs 105. 31-Remain Verbs 106. 31-Remain Verbs 107. 31-Remain Verbs 108. 31-Remain Verbs 109. 31-Remain Verbs 110. 31-Remain Verbs 111. 31-Remain Verbs 112. 31-Remain Verbs 113. 31-Remain Verbs 114. 31-Remain Verbs 115. 31-Remain Verbs 116. 31-Remain Verbs 117. 31-Remain Verbs 118. 31-Remain Verbs 119. 31-Remain Verbs 120. 31-Remain Verbs 121. 31-Remain Verbs 122. 31-Remain Verbs 123. 31-Remain Verbs 124. 31-Remain Verbs 125. 31-Remain Verbs 126. 31-Remain Verbs 127. 31-Remain Verbs 128. 31-Remain Verbs 129. 31-Remain Verbs 130. 31-Remain Verbs 131. 31-Remain Verbs 132. 31-Remain Verbs 133. 31-Remain Verbs 134. 31-Remain Verbs 135. 31-Remain Verbs 136. 31-Remain Verbs 137. 31-Remain Verbs 138. 31-Remain Verbs 139. 31-Remain Verbs 140. 31-Remain Verbs 141. 31-Remain Verbs 142. 31-Remain Verbs 143. 31-Remain Verbs 144. 31-Remain Verbs 145. 31-Remain Verbs 146. 31-Remain Verbs 147. 31-Remain Verbs 148. 31-Remain Verbs 149. 31-Remain Verbs 150. 31-Remain Verbs 151. 31-Remain Verbs 152. 31-Remain Verbs 153. 31-Remain Verbs 154. 31-Remain Verbs 155. 31-Remain Verbs 156. 31-Remain Verbs 157. 31-Remain Verbs 158. 31-Remain Verbs 159. 31-Remain Verbs 160. 31-Remain Verbs 161. 31-Remain Verbs 162. 31-Remain Verbs 163. 31-Remain Verbs 164. 31-Remain Verbs 165. 31-Remain Verbs 166. 31-Remain Verbs 167. 31-Remain Verbs 168. 31-Remain Verbs 169. 31-Remain Verbs 170. 31-Remain Verbs 171. 31-Remain Verbs 172. 31-Remain Verbs 173. 31-Remain Verbs 174. 31-Remain Verbs 175. 31-Remain Verbs 176. 31-Remain Verbs 177. 31-Remain Verbs 178. 31-Remain Verbs 179. 31-Remain Verbs 180. 31-Remain Verbs 181. 31-Remain Verbs 182. 31-Remain Verbs 183. 31-Remain Verbs 184. 31-Remain Verbs 185. 31-Remain Verbs 186. 31-Remain Verbs 187. 31-Remain Verbs 188. 31-Remain Verbs 189. 31-Remain Verbs 190. 31-Remain Verbs 191. 31-Remain Verbs 192. 31-Remain Verbs 193. 31-Remain Verbs 194. 31-Remain Verbs 195. 31-Remain Verbs 196. 31-Remain Verbs 197. 31-Remain Verbs 198. 31-Remain Verbs 199. 31-Remain Verbs 200. 31-Remain Verbs 201. 31-Remain Verbs 202. 31-Remain Verbs 203. 31-Remain Verbs 204. 31-Remain Verbs 205. 31-Remain Verbs 206. 31-Remain Verbs 207. 31-Remain Verbs 208. 31-Remain Verbs 209. 31-Remain Verbs 210. 31-Remain Verbs 211. 31-Remain Verbs 212. 31-Remain Verbs 213. 31-Remain Verbs 214. 31-Remain Verbs 215. 31-Remain Verbs 216. 31-Remain Verbs 217. 31-Remain Verbs 218. 31-Remain Verbs 219. 31-Remain Verbs 220. 31-Remain Verbs 221. 31-Remain Verbs 222. 31-Remain Verbs 223. 31-Remain Verbs 224. 31-Remain Verbs 225. 31-Remain Verbs 226. 31-Remain Verbs 227. 31-Remain Verbs 228. 31-Remain Verbs 229. 31-Remain Verbs 230. 31-Remain Verbs 231. 31-Remain Verbs 232. 31-Remain Verbs 233. 31-Remain Verbs 234. 31-Remain Verbs
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21

# Appendix: Peer Review 機能

## Peer Review Function

### A-1 Peer Group の作成

#### Creating Peer Groups

Instructor としてサインインして Class を開き、[Assignments] タブをクリックします。

Open the [Assignments] tab of a class.

Assignment を作成するか、編集します。編集するにはチェックを入れて [Edit] をクリックします。

Either add a new assignment or edit an assignment.

To edit an assignment, tick the box next to an assignment and click on [Edit].

Peer Review: Yes をクリックし Select "Yes" for Peer Review:

使用する機能にチェックを入れます。

Peer Group Dialogue: メンバー間でメッセージを交換できる機能です

Peer Group Comments: 他メンバーのエッセイにコメントをつけられる機能です

Peer Group Dialogue: Students will be able to exchange messages among the peer group. Instructor will also be able to see and add messages.

Peer Group Comments: Students will be able to attach comments on each word in peer's essays.

Roster 内の Student を選択し、Group Name を入力したら [Create] をクリックします。

Select students from the roster and move them to the "Selected Students" box. Enter the name of the group and click on [Create].

作成した Group は Peer Groups: に表示されます。

The created groups will appear under Peer Groups:.

追加が完了したら、右下の [Save] をクリックします。

DO NOT FORGET to click on [Save].

### A-2 Peer Group の編集・削除

#### Editing and Deleting Peer Groups

Edit a Group で編集または削除する Peer Group を選択します。

Under "Edit a Group:", select a group to edit or delete.

選択したグループのメンバーが表示されるので、削除する場合は [Delete] を、編集する場合は必要な変更を行い、[Update] をクリックします。

The members of the selected group will appear in the "Selected Students" box. To edit the group, add or remove some members and click on [Update]. To delete the group, click on [Delete].

## 1. Peer Review が利用可能か確認する

Seeing if you have peers.

- 1-1. ASSIGNMENTS タブで「Peer Review」の列に他の学生の名前がある Assignment は Peer Review が利用可能です。

The names of your peers will appear in the "Peer Review" column.

ACTIVITY	ASSIGNMENTS	REPORTS
Assignment	Plan	Response Results Peer Review
<a href="#">Change in Your School</a>	<a href="#">Start Plan</a>	Student A Student B
		<a href="#">Start Response</a>
Assignment	Plan	Response Results Peer Review
<a href="#">Preferred Teacher Style</a>	<a href="#">Start Plan</a>	
		<a href="#">Start Response</a>

自分以外に2名のメンバーが設定されている  
You have two peers.

名前がない→設定されていない  
If it's blank, you have no peers.

## 2. ピアのエッセイを開く

Opening peer's essay.

- 2-1. ASSIGNMENTS タブ「Peer Review」下の下線がある学生は既に提出をしています。クリックしてエッセイを開きます。

If your peer's name is underlined (clickable), the student has already submitted an essay. Click to see the peer's essay.

[Moving](#) [Start Plan](#) [Student A](#) [Student B](#)

[Start Response](#)

Peer Review: Student A

Moving Attempt # 1

Response

Moving

A person you know is planning to move to your town or city. What do you think this person would like and dislike about living in your town or city? Why? Use specific reasons and details to develop your essay.

Comments

[Add Comment](#) [Remove Comment](#) [Dialogue](#)

There is a lot of bad points about my hometowns. If I was asked to choose the most important one, I would choose the condition of the roads in residential area. To tell the truth, I think there's almost no problem in prefectural and national roads. However, in residential area, roads are narrow, not straight, and complicated, so those are not convenience for both inhabitants and strangers. Now let me explain the reasons to support my opinion, firstly from view of inhabitants, and then from view of strangers of my hometown.

Student Aは提出済みなのでクリックして開きます  
Click to see Student A's essay.

## 3. ピアのエッセイに Comment を追加する

Commenting on peer's essay.

- 3-1. 単語を選択して [Add Comment] をクリックします。

Click a word and click [Add Comment].

[Add Comment](#) [Remove Comment](#)

There is a lot of bad points about my hometowns. If I was asked to choose the most important one, I would choose the condition of the roads in residential area. To tell the truth, I think there's almost no problem in prefectural and national roads. However, in residential area, roads are narrow, not straight, and complicated, so those are not convenience for both inhabitants and strangers. Now let me explain the reasons to support my opinion, firstly from view of inhabitants, and then from view of strangers of my hometown.

- 3-2. 右側に表示される白枠にコメントを入力し、[Enter] をクリックします。

Write a comment in the white box and click [Enter].

[Add Comment](#) [Remove Comment](#)

There is a lot of bad points about my hometowns. If I was asked to choose the most important one, I would choose the condition of the roads in residential area. To tell the truth, I think there's almost no problem in prefectural and national roads. However, in residential area, roads are narrow, not straight, and complicated, so those are not convenience for both inhabitants and strangers. Now let me explain the reasons to support my opinion, firstly from view of inhabitants, and then from view of strangers of my hometown.

Firstly, the roads of my hometown are bad for inhabitants who often through residential streets. Driving in narrow, not straight, and complicated roads is a cause of traffic accident. I have a case in point is my dangerous experience while driving bike in residential street. One day I was driving a motorbike through very narrow road. It was winding back road so that I could not see so far. Suddenly a car came running from opposite direction and we were about to crash when both of us stepped on the brakes. Because of the narrowness and shape of the road, our view also narrowed and difficult to know people, cars or bikes come from the opposite direction. Then it often leads to traffic accidents. This is my primary reason to support my opinion.

Secondly, the roads of my hometown are also bad in view of strangers there. If their destination is along big road like national or prefectural road, there would be no problem because there is a lot of information. However, if their destination is in residential area, it would be very difficult for him or her to get there. In my case, I often have difficulty to tell visitors how to get my house. The streets are labyrinth for strangers. I cannot explain with any landmark because there are few landmarks in residential area, and also cannot explain with direction like north or west because roads are not straight. Therefore I always take a lot of trouble to go to the station or some landmark on big street to pick them up.

Because of these reasons, I think the roads condition is bad point of my hometown and most important to change. It would have many trouble and money, but for everybody who live or come to our hometown, I strongly contend that conditions of the roads in residential area should be improved.

Manage Comments

Nice intro!

[Cancel](#) [Clear](#) [Enter](#)

- 3-3. 全てのコメントを入力したら [Save] をクリックします。

Click [Save] to exit.

[Add Comment](#) [Remove Comment](#)

There is a lot of bad points about my hometowns. If I was asked to choose the most important one, I would choose the condition of the roads in residential area. To tell the truth, I think there's almost no problem in prefectural and national roads. However, in residential area, roads are narrow, not straight, and complicated, so those are not convenience for both inhabitants and strangers. Now let me explain the reasons to support my opinion, firstly from view of inhabitants, and then from view of strangers of my hometown.

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Because of these reasons, I think the roads condition is bad point of my hometown and most important to change. It would have many trouble and money, but for everybody who live or come to our hometown, I strongly contend that conditions of the roads in residential area should be improved.

[Save](#)

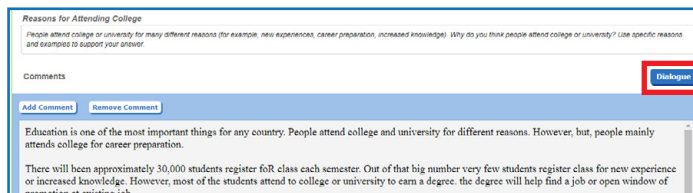
注意：必ずクリック！  
Do not forget to click [Save].

## 4. ピアのエッセイ上で Dialogue を使用する

Using the Dialogue function on peer's essay.

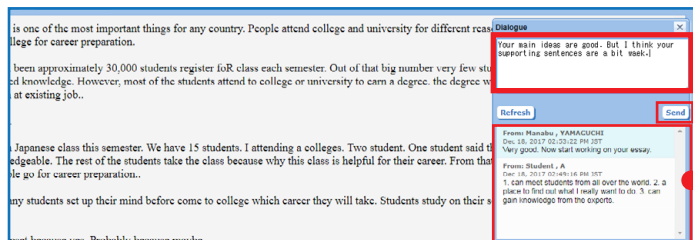
- 4-1. 2-1 と同じ手順でピアのエッセイを開き、Dialogue をクリックします。

Open peer's essay and click [Dialogue].



- 4-2. 入力欄にメッセージを入力し、[Send] をクリックします。

Open peer's essay and click [Dialogue].



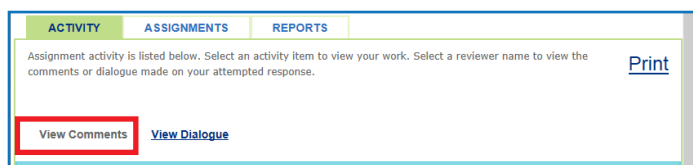
これまでの履歴  
History

## 5. ピアによる Comments を見る

Viewing peer's comments.

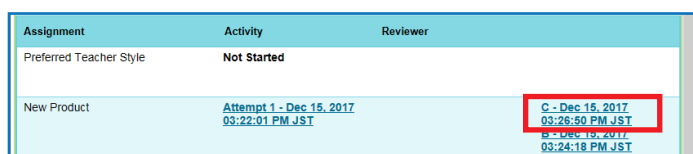
- 5-1. Activity タブの「View Comments」をクリックします。

Click [View Comments] in Activity tab.



- 5-2. 「Reviewer」 下のピアの名前をクリックします。

Click a peer's name in the Reviewer column.



- 5-3. 黄色く塗られている部分にマウスを合わせると、選択したピアによるコメントを見ることが出来ます。

Hover your mouse pointer over the highlighted areas to see peer's comments.



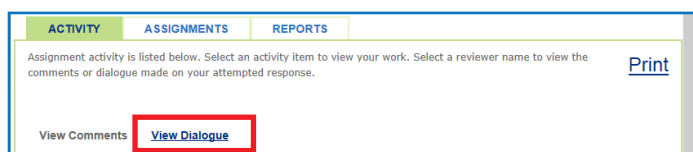
ピアが複数いる場合、ドロップダウンメニューで切り替え可能  
Select Peer from the drop-down menu.

## 6. ピアによる Dialogue を見る

Viewing the dialogue with your peers

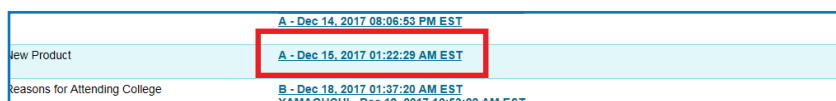
- 6-1. Activity タブの「View Dialogue」をクリックします。

Click [View Dialogue] in Assignment tab.



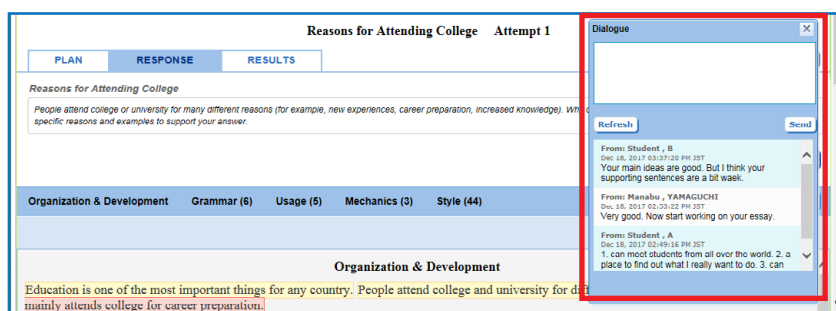
- 6-2. Activity 下のピアの名前をクリックします。

Click the name of your peer.



- 6-3. Dialogue が表示され、自分のメッセージを投稿することも出来ます。

The Dialogue window will appear. You can post your response or comment.



## Appendix B: Instructor が別の School の Class に登録する (Access Code が必要)

### Instructor Registering to Class in Another School (Access Code is required)

Instructor が Access Code を使って別の School の Class に登録します。Class の Access Code は Administrator が取得できます。

Below is how to add your Instructor account to a class in another school using an Access Code that will be provided by Administrator.

If you would like to connect to another class, school, or institution, or add another role to your profile, please add your access code here: **Enter Access Code**

Notices

利用中の Instructor としてサインインし、[Enter Access Code] をクリックします。

[Sign in as Instructor and click \[Enter Access Code\].](#)

Access Code:  -

**Connect**

新しい Class の Access Code を入力し、[Connect] をクリックします。

[Enter the Access Code and click \[Connect\].](#)

You are connecting as Instructor to:

**Advanced Essay Course**  
ETS Japan Writing School  
A ETS Japan Demo  
ETS Japan

**Connect**

確認画面で再度 [Connect] をクリック。

[Make sure the school name is correct, then click \[Connect\].](#)

• Criterion Advisories

— Notices

Jan 06, 2022 03:03:55 PM JST You are now connected to class Advanced Essay Course.  
Jan 06, 2022 02:57:21 PM JST You are now connected to Writing I

Classes [Print](#)

Review active classes listed below. Select a class to apply options. View, Add or Edit a class. Write a class Announcement. Get or Reset the Class Access Code for Instructors or Connect another Instructor directly to the selected class. Disconnect yourself, as an Instructor, from a Class.

**You are now connected to Advanced Essay Course**

View Add Edit Announcements Get Access Code Reset Access Code Connect Disconnect Score Reports

Class	Grade	Instructors	Active Students	Students with Submissions	Used Submissions	End Date	Status
A ETS Japan Demo, ETS Japan Writing School							
Advanced Essay Course	None	Inst Saburo	0	0	0	Dec 31, 2022	Active
AAAA CIEE DEMO, Demo University							
Writing I	None	Inst Saburo	0	0	0	Mar 31, 2022	Active

"You are now connected to ~" と表示され、School と Class が複数表示されたら完了です。

[If successful, the message that says "You are now connected to \[school name\]" will appear and you will see multiple schools.](#)

< Back to Index