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# AP Japanese Language and Culture

## Sample Student Responses and Scoring Commentary

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#### **Interpersonal Writing — Text Chat**

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## 2018 SCORING GUIDELINES

### Interpersonal Writing: Text Chat

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> </ul>	<ul style="list-style-type: none"> <li>Natural, easily flowing expression</li> <li>Orthography and mechanics virtually error free</li> <li>Consistent use of register and style appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich vocabulary and idioms</li> <li>Excellent use of grammar and syntax, with minimal or no errors</li> </ul>
5	<b>VERY GOOD</b> Suggests emerging excellence in interpersonal writing	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> </ul>	<ul style="list-style-type: none"> <li>Generally exhibits ease of expression</li> <li>Infrequent or insignificant errors in orthography and mechanics</li> <li>Consistent use of register and style appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Variety of vocabulary and idioms, with sporadic errors</li> <li>Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures</li> </ul>
4	<b>GOOD</b> Demonstrates competence in interpersonal writing	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression does not interfere with comprehensibility</li> <li>Errors in orthography and mechanics do not interfere with readability</li> <li>May include several lapses in otherwise consistent use of register and style appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate but limited vocabulary and idioms</li> <li>Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures</li> </ul>
3	<b>ADEQUATE</b> Suggests emerging competence in interpersonal writing	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression sometimes interferes with comprehensibility</li> <li>Errors in orthography and mechanics may be frequent or interfere with readability</li> <li>Use of register and style appropriate to situation is inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Some inappropriate vocabulary and idioms interfere with comprehensibility</li> <li>Errors in grammatical and syntactic structures sometimes interfere with comprehensibility</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in interpersonal writing	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression frequently interferes with comprehensibility</li> <li>Errors in orthography and mechanics frequent or interfere with readability</li> <li>Frequent use of register and style inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</li> <li>Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language</li> </ul>
1	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal writing	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression constantly interferes with comprehensibility</li> <li>Errors in orthography and mechanics very frequent or significantly interfere with readability</li> <li>Constant use of register and style inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility</li> <li>Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language</li> </ul>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>“I don’t understand,” “Please repeat,” or equivalent in Japanese</li> <li>Not in Japanese</li> <li>Blank</li> </ul>		

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## Interpersonal Writing: Text Chat 1

### Sample: A

はじめまして、私の名前は[name of candidate]です。部活について何でも聞いてもいいですよ。この学校に部活が多いのでたくさん聞いてください。よろしくお願ひします。

### Sample: B

こんにちわ。こちらこそどうぞよろしくお願ひいたします。クラブが好きです。

### Sample: C

はい！私は私の学校のく

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## Interpersonal Writing: Text Chat 1

**Note:** Student samples are quoted verbatim and may contain grammatical errors.

### Overview

Text Chat 1-6 evaluates writing skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. The prompt comprises a statement in English identifying an interlocutor and conversation topic and a series of six brief messages to which students respond. Each message consists of a chat entry in Japanese and a brief direction in English that provides guidance on what is expected in the response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange. Each of the six responses receive a holistic score based on how well it accomplishes the assigned task, and all six scores count equally in calculating the total score.

On this year's exam students participated in a text-chat with Keita Morikawa, a Japanese exchange student, on the topic of school clubs. To successfully respond to the prompt, students needed to (1) respond to an initial inquiry, (2) give at least one example of the types of clubs that are available in the respondent's school, (3) give a general opinion about participating in school clubs, (4) give a suggestion to Keita about a school club to join, (5) justify an opinion about that suggestion, and (6) explain what one has to do to become a member of that school club.

### Sample: A

#### Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail. The expression flows naturally and easily. Orthography and mechanics are error-free. The respondent consistently uses appropriate register and style, while demonstrating consideration for the partner (e.g., 何でも聞いてもいいですよ). A variety of appropriate vocabulary is used. The response uses excellent grammar and syntax (e.g., この学校に部活が多いのでたくさん聞いてください).

### Sample: B

#### Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. It consistently uses register and style appropriate to the situation. The vocabulary is appropriate but limited. The sentence structures are simple and contain some errors that do not interfere with comprehensibility (e.g., よろしく、お願いいたします). This response could have earned a higher score had it included elaboration or detail and had it used a wider variety of vocabulary and syntactic structures.

### Sample: C

#### Score: 2

This response suggests a lack of competence in interpersonal writing. It directly and appropriately addresses the prompt but does so incompletely, as it fails to provide a complete answer. The labored expression interferes with comprehensibility. There is an error in orthography that interferes with readability (私は私の学校のく). The inappropriate use of vocabulary and the limited control of syntactic structure interfere with comprehensibility (e.g., く). This response could have earned a higher score had it provided a complete answer with better use of language.

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### Interpersonal Writing: Text Chat 2

#### Sample: A

僕の学校にある一つのクラブはラテン語のクラブです。ラテン語のクラスを受けている人たちが毎月、最初と三つ目の火曜日に集まって、ボランティア活動などを話し合い、おこます。

#### Sample: B

高校では、剣道部と重度部とテニス部があります。

#### Sample: C

スポつの高校は

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## Interpersonal Writing: Text Chat 2

**Sample: A**  
**Score: 6**

This response demonstrates excellence in interpersonal writing. It addresses the prompt directly, provides an example, and explains details with complex structures 僕の学校にある一つのクラブ、ラテン語のクラスを受けている人たち. This response is easily understood because it has a natural flow and a consistent use of register and style. It is well organized with a clear progression of ideas. It includes a variety of vocabulary. The response demonstrates excellent use of grammar with only one error (おこます should be おこないます).

**Sample: B**  
**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. The vocabulary and grammatical structures are appropriate but limited. An error in orthography and mechanics (重度部 [じゅうどぶ] should be 柔道部 [じゅうどうぶ]) does not inhibit comprehensibility. The response would have earned a higher score had it contained richer vocabulary and elaboration or detail and had it used more complex grammatical structures such as 剣道部や柔道部をはじめ、いろいろなスポーツのクラブや、茶道部や華道部などの文科系のクラブもあります.

**Sample: C**  
**Score: 2**

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt スポつ (should be スポーツ) but provides an incomplete answer. An error in orthography (スポつの followed by 高校) interferes with readability. The response would have earned a higher score had it been complete and demonstrated better control of grammatical structures.

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**Interpersonal Writing: Text Chat 3**

**Sample: A**

クラブに参加することはとてもいいことだと思います。大学に行くときにもいいし、友達をたくさん作ることもできます。私は音楽部で、たくさんの友達を作りました。そのおかげで学校生活はとても楽しいです。

**Sample: B**

さんかすることはとてもたいせつですから、ともだちにあうことです。

**Sample: C**

優しいですが私の先生はやさしいです。

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### Interpersonal Writing: Text Chat 3

**Sample: A**  
**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response with elaboration and detail. It flows easily and includes a variety of vocabulary and structures such as 作ることも出来ます and おかげで学校生活はとても楽しいです. Although the response could include more kanji from the AP kanji list for certain words such as いくとき, it uses consistent register and style appropriate to the situation and demonstrates excellent use of grammar and syntax with virtually no errors.

**Sample: B**  
**Score: 3**

This response demonstrates competence in interpersonal writing. By mentioning さんかすることはとてもたいせつです, it directly addresses the prompt and provides an appropriate response. However, the strained expression interferes with comprehensibility (たいせつですから、ともだちにあうことです). The inclusion of kanji from the AP kanji list would have increased readability. This response could have earned a higher score with more control of grammatical structures (e.g., ともだちにあえるから、さんかすることはとてもたいせつです).

**Sample: C**  
**Score: 1**

This response demonstrates a lack of competence in interpersonal writing. It addresses the prompt marginally. The response could have earned a higher score had it directly addressed the prompt and provided an appropriate answer. The labored expression and repetition (優しいですが私の先生はやさしいです) interfere with comprehensibility. Had the response demonstrated better control of syntax, it would have scored higher.

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### Interpersonal Writing: Text Chat 4

#### Sample: A

スポーツが苦手でもぜんぜん大丈夫です。ボランティアクラブに入ればいいです。そこでいろんな友達を作れます。そして大学に入るときにもやくにたちまつ

#### Sample: B

私はぜんぶスポーツがにがてです。私は数学のクラブや音楽のクラブ配意と思います。

#### Sample: C

れきしのクラブが元好きです。

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### Interpersonal Writing: Text Chat 4

**Sample: A**  
**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response with elaboration and detail (そこでいろんな友達を作れます。そして大学に入るときにもやくにたちまつ). For the most part the expressions are natural and flowing. It displays consistent use of register and is virtually free of orthographic and mechanical errors except for a minor orthographic error (たちまつ instead of たちます). It contains examples of rich vocabulary and relatively advanced structures (スポーツが苦手でもぜんぜん大丈夫です。入ればいい。友達を作れます。大学に入るときに).

**Sample: B**  
**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. It consistently uses register and style appropriate to the situation. The vocabulary is appropriate but limited. The sentence structures are simple and contain some orthographic errors that do not interfere with comprehensibility (e.g., 音楽のクラブ配意と思います should be 音楽のクラブはいいと思います). This response could have earned a higher score had it included elaboration or detail and had it used a wider variety of vocabulary and syntactic structures.

**Sample: C**  
**Score: 2**

This response suggests a lack of competence in interpersonal writing. It attempts to directly address the prompt. However, the labored expression and the word choice result in ambiguity about whether the student is stating his or her preference or giving a suggestion (元好きです), thus making the answer incomplete. In addition, an error in orthography interferes with readability (元 should be もっと). The response would have earned a higher score had it given a suggestion by using いいと思います instead of 好きです.

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## Interpersonal Writing: Text Chat 5

### Sample: A

なぜなら、違う文化を学べれば、たくさんことが習いますよ。学校で日本クラブや韓国クラブや、中国クラブがあります。

### Sample: B

私はクラブいいともいます。なぜならあたらしせいとがいます。そしてとてもたのしのですから。

### Sample: C

今、あなたはスポーツクラブいます。私はそれをクラブが好きです

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### Interpersonal Writing: Text Chat 5

**Sample: A**  
**Score: 5**

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt by stating the benefits of learning about different cultures. The second sentence gives further elaboration by listing specific types of cultural clubs that exist at the school. Grammar and syntactic structures, including ～ば, are appropriate and varied. The なぜなら statement would have been strengthened had it ended with ～からです. While there are other sporadic grammatical and lexical errors (学ぶれば should be 学べば; 習います should be 習えます; たくさんこと is missing a の), they do not interfere with comprehensibility. Use of register and style is appropriate and consistent. Had the response contained richer vocabulary and more complex grammatical structures, it would have earned a higher score.

**Sample: B**  
**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by providing two adjectives (いい; たのしい) to describe a club activity. While the response contains transitional elements (なぜなら; そして), the sentence structure is relatively basic and simple. There is a patterned error in orthography (omitting the final い in both あたらし and たのし). While other orthographic errors (いいともいいます instead of いいともおもいます) do not interfere with comprehensibility, more use of kanji from the AP Japanese kanji list and proper use of mechanics (adding commas after なぜなら and そして) would have enhanced readability. The vocabulary is suitable but limited to simple terminology. Had the response contained more complex grammatical structures, it would have earned a higher score.

**Sample: C**  
**Score: 2**

This response suggests emerging competence in interpersonal writing. By mentioning a sports club and giving an opinion about the club (クラブが好きです), the response addresses the prompt to some extent. However, the answer あなたはスポーツクラブいます is an inappropriate assertion for an interlocutor who is not good at sports. There is a minor error (omission of the particle に in スポーツクラブいます) that does not impede readability. However, insufficient, inappropriate vocabulary (それを instead of その) in the second sentence interferes with comprehensibility because it is not clear what それを refers to. Had the response exhibited better language use and provided a clearer justification for joining a school club, it would have earned a higher score.

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**Interpersonal Writing: Text Chat 6**

**Sample: A**

まずは、クラブの役員にはなしに行って見てください。そして、そのクラブに入りたいと言ったら、入らせてくれると思います。私が入っているロボットクラブに入りたかったら、私に言ってて下さい。

**Sample: B**

先に、コウチにメールを送らなければなりません。そして、フォームだ s

**Sample: C**

色々な人を話し、とフレーザーアをスカイ増す

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## Interpersonal Writing: Text Chat 6

### **Sample: A** **Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response, first providing a general explanation and then offering elaboration and detail with respect to one specific club (ロボットクラブ). The delivery exhibits natural and easily flowing expression. The orthography and mechanics are almost error-free (行ってみて should be 行ってみて; 言ってて should be 言ってください). The response uses consistent register and style appropriate to the situation. The response contains rich vocabulary (まずは; 役員), demonstrates excellent use of grammatical structures (~たら; ~と思います; 入らせて), and uses an appropriate conjunction (そして).

### **Sample: B** **Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. The vocabulary is appropriate but limited. It uses appropriate grammar (~なければなりません) but contains an error in orthography (コウチ should be コーチ) that does not interfere with comprehensibility. It uses an appropriate conjunction (そして). This response could have earned a higher score had it included elaboration or detail and had it used a wider variety of vocabulary and syntactic structures and completed the second sentence (e.g., フォームだ s should be フォームを出します).

### **Sample: C** **Score: 2**

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt and provides an appropriate but incomplete answer. The labored expression interferes with comprehensibility. Errors in orthography (フラーイアをスカイ増す should be フライヤーを使います) interfere with readability. The inappropriate use of vocabulary and the limited control of syntactic structure (を話し should be と話し) interfere with comprehensibility. This response could have earned a higher score had it demonstrated better use of language.