

AP[®] JAPANESE LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Interpersonal Speaking: Conversation and Return Telephone Call

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail 	<ul style="list-style-type: none"> Natural, easily flowing expression Natural pace with minimal hesitation or repetition Pronunciation virtually error-free Consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> Rich vocabulary and idioms Excellent use of grammar and syntax, with minimal or no errors
5	VERY GOOD Suggests emerging excellence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail 	<ul style="list-style-type: none"> Generally exhibits ease of expression Smooth pace with occasional hesitation or repetition, which does not distract from the message Infrequent or insignificant errors in pronunciation Consistent use of register and style appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Variety of vocabulary and idioms, with sporadic errors Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures
4	GOOD Demonstrates competence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response 	<ul style="list-style-type: none"> Strained or unnatural flow of expression does not interfere with comprehensibility Generally consistent pace with some unnatural hesitation or repetition Errors in pronunciation do not necessitate special listener effort May include several lapses in otherwise consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> Appropriate but limited vocabulary and idioms Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures
3	ADEQUATE Suggests emerging competence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer 	<ul style="list-style-type: none"> Strained or unnatural flow of expression sometimes interferes with comprehensibility Inconsistent pace marked by some hesitation or repetition Errors in pronunciation sometimes necessitate special listener effort Use of register and style appropriate to situation inconsistent or includes many errors 	<ul style="list-style-type: none"> Some inappropriate vocabulary and idioms interfere with comprehensibility Errors in grammatical and syntactic structures sometimes interfere with comprehensibility
2	WEAK Suggests lack of competence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer 	<ul style="list-style-type: none"> Labored expression frequently interferes with comprehensibility Frequent hesitation or repetition Frequent errors in pronunciation necessitate constant listener effort Frequent use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language
1	VERY WEAK Demonstrates lack of competence in interpersonal speaking	<ul style="list-style-type: none"> Addresses prompt minimally or marginally 	<ul style="list-style-type: none"> Labored expression constantly interferes with comprehensibility Constant hesitation or repetition Frequent errors in pronunciation necessitate intense listener effort Constant use of register and style inappropriate to situation 	<ul style="list-style-type: none"> Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language
0	UNACCEPTABLE Contains nothing that earns credit	<ul style="list-style-type: none"> Mere restatement of the prompt Clearly does not respond to the prompt "I don't know," "I don't understand," "Please repeat," or equivalent in Japanese Not in Japanese Blank (although recording equipment is functioning) or mere sighs 		

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Conversation

Note: In the transcriptions of students' responses, two dots indicate a pause.

Overview

This task evaluates speaking in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement identifying an interlocutor and conversation topic and four questions. Students have 20 seconds to speak at each turn in the conversation. Each of the four responses receives a holistic score, based on how well it accomplishes the assigned task; all four scores count equally in calculating the total score.

The prompt on the 2007 exam directed students to engage in a conversation with Naoto Moriyama, a representative from a youth center, about student activities. They were expected to respond appropriately to an expression of appreciation, to express a preference, to explain that preference, and to describe a topic on which they could speak at the youth center.

Conversation 1

Sample: A

Score: 6

こんにちは、初めまして。[identifying information deleted]と申します。この、度のアンケートの件ですが、あたしが役に立っていると、いいと思って、おります。私が役に立てるような事があれば、何でも、言ってください。よろしく申し上げます。

This response is thorough and detailed, containing rich vocabulary and idioms. Complex grammatical structures are used appropriately, and the use of 敬語 enhances the quality of the response. The student's delivery is natural with only minimal hesitations. The response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 3

はじめまして、森山なおとさん。先日のアンケート、ありがとうございます。えっと、こちらは、ユイセンターですか。はじめまして。

The student begins well with both a greeting and a mention of the アンケート, which are appropriate responses to the prompt. The response flows easily, and pronunciation does not interfere with comprehensibility. However, the second half of the response is disorganized, detracting from the overall quality of the response and preventing it from earning a higher score. Overall, the response suggests emerging competence in interpersonal speaking.

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2007 SCORING COMMENTARY

Conversation 1 (continued)

Sample: C

Score: 2

はい、私は [identifying information deleted] さん。私は [identifying information deleted] 中学校の、あー、じゅううにいねんせえい。あー私はゴルフと、あー、たくさんスポーツ、あー、ができます。そして、とても好きです。はじめまして。

The first part of the response seems to be appropriate because it contains the student's self-introduction, but the rest seems to be unrelated to the prompt. Had the second part of the response been related to the prompt, it would have received a higher score.

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Conversation 2

Sample: A

Score: 5

では、ボランティアの仕事をする方が好きです。あの、できるだけ人の役立つ、人。。の、あの、えっと、人と一緒に役立ったりするのが好きです。ハイ。。

This is a thorough and appropriate response that suggests emerging excellence in interpersonal speaking. Stopping and rewording, however, affect the overall quality. While errors in complex structures are evident, the response generally contains appropriate grammar and syntax. Vocabulary and idioms are varied, and there are minimal errors in pronunciation. The response would have earned a higher score had the delivery been better and included more elaboration or detail.

Sample: B

Score: 3

えーと。。アルバイトは好きだ。好き、です。だから、えっ。。お金が、もらった。。もらったから、アルバイトが好き、ま、もっと好きです。。よ。

This response is appropriate because it states a preference. It did not earn a higher score of 4 because of errors in grammatical structures (inappropriate use of *だから*), strained flow of expression, and limited vocabulary (adjective use limited to *好き*). This response suggests emerging competence in interpersonal speaking.

Sample: C

Score: 2

アルバイトが好きです。アルバイトの、ためにや、paid しました。Uh、とてもいいです。アルバイトは。。とても。。はいです。

Although the beginning of the response gives a preference, the remainder contains inappropriate use of English (“paid”) and finishes with an unintelligible utterance (とても。。はいです). This response suggests lack of competence in interpersonal speaking.

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2007 SCORING COMMENTARY**

Conversation 3

Sample: A

Score: 5

はっきり言って、私は、あー自分が好きな時間に、好きな様にはたらいたいいのでしたから、アルバイトはやっぱりそういうことがやすい、あーやすいから、だからそう、アルバイトがしたいんです。

The response answers the prompt fully. However, hesitations are noticeable and seem to affect the student's ability to express more. There are mistakes in both grammar and word choice, but they do not impede comprehension. The response would have been better if the student had elaborated further, such as by explaining why volunteer work is not suitable for her. The response suggests emerging excellence in interpersonal speaking.

Sample: B

Score: 4

さっき答えたように、他の人にも、他の人の助けにもなれるからです。。。 (ア)。。それに私自身も。。。ン。。

The response addresses the prompt directly with an appropriate answer. Pronunciation is excellent and error free. The response starts with a natural flow and a consistent pace. However, the student does not elaborate further despite some efforts, resulting in a significant pauses and hesitations. The response demonstrates competence in interpersonal speaking.

Sample: C

Score: 1

アー、アルバイトするの人達は、ント、仕事がありますから、アー、仕事が、いません人達、と、もっとお金がありますから。エエトー、し、アルバイト人達はもといいですね。

This response only minimally addresses the prompt and demonstrates lack of competence in interpersonal speaking. The student lacks control of vocabulary and grammatical structures, leading to fragmented language. Although the pace is steady, grammatical errors and frequent hesitation necessitate constant listener effort and significantly affect comprehensibility.

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2007 SCORING COMMENTARY**

Conversation 4

Sample: A

Score: 5

エー（ト）、ユースセンターで私が、、エート、話すことはですね。まあ、もっと福祉活動、を、してほしいなあということ、一応、プレゼン、テーションしたいと思っています。

The student thoroughly and appropriately addresses the prompt. The response displays appropriate use of grammatical structures, including complex expressions, and contains a variety of vocabulary. It would have earned a higher score had the student elaborated more by providing a rationale, for example. The response suggests emerging excellence in interpersonal speaking.

Sample: B

Score: 3

ンー、今まで私が、アルバイトした事について話しようと思いますけど。オー、私はいいいと思いますが、あなたはどうか。

This response addresses the prompt with a basic answer and demonstrates competence in interpersonal speaking. Hesitation and errors in grammatical structures are noticeable but do not impede communication. The last utterance, 私はいいいと思いますが、あなたはどうか, is somewhat inappropriate in the situation. Had the student used less direct expressions, such as どうでしょうか or いかがでしょうか, the response would have earned a higher score.

Sample: C

Score: 1

あの、いろいろな話と思います。でも、エ、一番面白いな話は、アノ、このユースセンターの話と思います。それは、大切じゃないです。でも、面白そうです。

The response demonstrates lack of competence in interpersonal speaking and marginally addresses the prompt. Grammatical structures and vocabulary are limited and contain frequent errors, which significantly impede comprehensibility. Nevertheless, the response generally maintains a consistent pace with some hesitation.