

AP[®] JAPANESE LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Interpersonal Writing: Text Chat

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal writing	<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 Orthography and mechanics 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 writing	<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 Infrequent or insignificant errors in orthography and mechanics 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 writing	<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 Errors in orthography and mechanics do not interfere with readability 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 writing	<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 Errors in orthography and mechanics may be frequent or interfere with readability 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 writing	<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 Errors in orthography and mechanics frequent or interfere with readability 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 writing	<ul style="list-style-type: none"> Addresses prompt minimally or marginally 	<ul style="list-style-type: none"> Labored expression constantly interferes with comprehensibility Errors in orthography and mechanics very frequent or significantly interfere with readability 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 		

Sample: A

はじめまして、里さん。私は韓国から来たウォンソブといいます。日本には中学生の時住んだことがありますけど、また日本の文化をたくさん体験したいのでよろしくお願いします。

Sample: B

はじめまして。私の名前はレベッカです。私も行くのを楽しみにしています。

Sample: C

はじめまして。家族はたのしみにして

Sample: A

私の周りにはたくさんの日本人がいるので、私も日本語に興味を持ちました。いつか日本に行くということを夢見っていたので、その時日本人と日本語で会話ができるように日本語を習っています。

Sample: B

それは、日本で勉強したいからです。あと、日本語は本当にきれいなものだと思います。

Sample: C

はい、日本語を習っているんですよ。高校で勉強しています。

Sample: A

まずは日本のお寺に行ってみたいです。写真しか見たことがないのですが、とてもきれいです
ばらしい所だと思うからです。あとは、寿司を食べてみたいです。

Sample: B

じゃ、日本で私は野球ゲームをみたいです。そして、ときょうに、かんこうをします。

Sample: C

私はと今日に行きたい九手あなたの学校にいたい。たくさん任を待ちたい

Sample: A

私が住んでいるソウルにはそんな安い店はひとつもありません。実私はやすいものが好きからそんな店はいいです。

Sample: B

私は野球が大好きです。

Sample: C

ひこうきをとります。

Sample: A

私は肉より魚が好きです。小さいころから魚を毎日食べてるので魚に慣れてしまいました（笑）。お寿司や煮魚が大好きです。

Sample: B

やっぱり魚のほうが大好きです。

Sample: C

わたb魚のほうが肉より隙です。

Sample: A

佐藤さんの家系はどんな家系が知りたいです。昔の日本には興味があるのでどんなご先祖がいたのかとても興味があります。よろしくおねがいします。

Sample: B

どんな食べ物をよく食べますか？そしてよく遊びますか。それとも働きますか？なにおもっています

Sample: C

家で家族はいつお風呂に入りますか？ アメリカで、バンスを浴びる

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Text Chat

Overview

This task evaluates writing in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. It comprises a statement identifying an interlocutor and conversation topic and six questions. Each question consists of a chat entry in Japanese and a brief direction in English, which provides guidance on how to answer. Students have 90 seconds to read the question and respond at each turn in the conversation. Each of the six responses receives a holistic score, based on how well it accomplishes the assigned task; all six scores count equally in calculating the total score.

The 2007 exam directed students to participate in an exchange of text-chat messages with Hirosuke Sato, their host family father, about their upcoming stay with the Sato family.

Text Chat 1

Sample: A

Score: 6

This is a thorough and detailed response that flows naturally. Complex syntactic structures, such as the relative clauses 韓国から来たウォンソブ and 住んだことがあります, are used without error. The student demonstrates excellence in interpersonal writing.

Sample: B

Score: 4

This response directly addresses the prompt. The student provides a more than basic and appropriate answer but does not include elaboration or details. Appropriate idioms, such as 楽しみにしています, are used. The response demonstrates competence in interpersonal writing.

Sample: C

Score: 2

This response addresses the prompt in the first sentence. However, the second sentence is incomplete and unclear because of insufficient vocabulary, impeding comprehensibility. The word 家族 does not make it clear to whose family the response refers. The response suggests lack of competence in interpersonal writing.

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Text Chat 2

**Sample: A
Score: 6**

This is a very thorough answer to the prompt. Complex and appropriate syntactic structures are used without error. The response flows very naturally. Elaboration and detail are included, and vocabulary is rich and appropriate. The response demonstrates excellence in interpersonal writing.

**Sample: B
Score: 4**

This response directly and appropriately addresses the prompt. It lists two reasons in separate, relatively simple sentences, but it uses a conjunction appropriately. Vocabulary is suitable but limited to simple terms. The response demonstrates competence in interpersonal writing.

**Sample: C
Score: 1**

Although this response is error free, it only marginally addresses the prompt with the sentence 高校で勉強しています。The student does not provide a reason for studying. The first sentence does not address the prompt. The response demonstrates lack of competence in interpersonal writing.

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Text Chat 3

Sample: A

Score: 6

This response directly addresses the prompt and incorporates well-focused, natural detail and elaboration. The second sentence begins to elaborate on the answer contained in the first sentence. Grammar and vocabulary are appropriate, varied, and error free. The response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 3

This response directly addresses the prompt. It demonstrates appropriate use of kanji and generally good orthography, except for a single error (ときょう for 東京). While the vocabulary is used appropriately, the sentences are awkward and contain several syntactic errors (e.g., みたいです, します, したい). The answer would have been stronger if it contained further elaboration of each example with fewer orthographical and grammatical errors. The response suggests emerging competence in interpersonal speaking.

Sample: C

Score: 1

This response minimally addresses the prompt and demonstrates lack of competence in interpersonal writing. It contains frequent errors in orthography (e.g., と今日 for 東京, 九手 for くて), inappropriate vocabulary (e.g., 任, 待ちたい), and a grammatical error (行きたい九手 for 行きたくて), making the response nearly incomprehensible. Register (no です at the end of either sentence) is not appropriate to the situation.

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Text Chat 4

**Sample: A
Score: 5**

This response directly addresses the prompt and incorporates well-focused and natural detail and elaboration of a single topic (i.e., why this student wants to go to the 100 yen shop in Japan). The second sentence begins to elaborate on the answer contained in the first sentence. Grammar and vocabulary are appropriate and varied. There is a single vocabulary error (実 for 実は) and a grammatical error (すきから for すきだから), but they do not affect the overall high quality of this response. The response suggests emerging excellence in interpersonal speaking.

**Sample: B
Score: 3**

This basic but suitable answer to the prompt suggests emerging competence in interpersonal writing. Orthography is appropriate. Sentence structure and vocabulary are error free but very simple. Further elaboration and use of additional vocabulary and sentence structures would strengthen the response.

**Sample: C
Score: 1**

While this student appears to attempt to address the stimulus, it is difficult to judge if the sentence answers the prompt appropriately. Reader speculation is required, resulting in a low score. Although this response is syntactically correct, a vocabulary error (とります) significantly interferes with comprehensibility. The brief answer suggests lack of control of grammar and insufficient vocabulary as well as lack of competence in interpersonal writing.

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Text Chat 5

Sample: A

Score: 6

This response directly answers the prompt, providing the preference and an elaborate opinion and justification. Although grammar and vocabulary are varied and error free, the answer would have been even stronger if it had included further elaboration. The response demonstrates excellence in interpersonal writing.

Sample: B

Score: 3

This response directly addresses the prompt and provides a basic but appropriate answer: it identifies the preference but does not justify the opinion. Orthography is good. Sentence structure and vocabulary are free of errors but very simple. Further elaboration as well as use of additional vocabulary and sentence structures would strengthen the answer. The response suggests emerging competence in interpersonal writing.

Sample: C

Score: 1

This response partially answers the prompt: it identifies the preference but does not justify the opinion. An orthographical error (わた b) and kanji error (隙 for 好き) significantly interfere with readability and comprehensibility. Reader speculation is required, resulting in a low score. The brief response suggests lack of grammar control and insufficient vocabulary. This student demonstrates lack of competence in interpersonal writing.

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Text Chat 6

Sample: A

Score: 6

This response thoroughly answers the prompt, demonstrating excellence in interpersonal writing. Complex and appropriate syntax structures are used with a minimal error (が in どんな家系が知りたいです). The response flows naturally, and elaboration is included. Vocabulary, such as 家系 and 先祖, is rich and appropriate.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt with a series of simple questions. The last sentence, however, interferes with comprehensibility.

Sample: C

Score: 2

This response suggests lack of competence in interpersonal writing. The first sentence provides a direct answer to the prompt. However, the second sentence is unacceptable due to inappropriate vocabulary and errors in orthography.