

AP[®] JAPANESE LANGUAGE AND CULTURE

2008 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 Inconsistent use of register and style appropriate to situation 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 understand," "Please repeat," or equivalent in Japanese Not in Japanese Blank (although recording equipment is functioning) or mere sighs 		

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Interpersonal Speaking: Return Telephone Call

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

Overview

This task assesses students' speaking abilities in the interpersonal communicative mode by having them respond as part of a simulated telephone conversation. It comprises a voice message for students to listen to, followed by the conversation, which the student initiates and which includes four exchanges. 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 task on the 2008 exam required responding to a message from Ms. Kobayashi, who requested a return phone call regarding plans for a club trip.

Return Telephone Call 1

Sample: A

Score: 6

Transcription of Student Response

もしもし、こんにちは。じ、お電話をいただいた [identifying information deleted] です。え、電話にクラブ旅行について至急お知らせしたいことがあるとメッセージが残っていたのでかけなおしたですが、至急お知らせしたいことって一体なんですか。

Commentary

The student responds to the prompt fully and appropriately with detail and elaboration. The response flows easily. Even though there are a few hesitations, the pace is natural. Rich vocabulary and idioms, such as お電話をいただいた, メッセージが残っていた, and 一体なんですか, are used. The student shows excellent control of grammar and syntax with minimal errors. This response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 3

Transcription of Student Response

こんにちは。私は [identifying information deleted] です。あー、ボイスメッセージを、おん、.. 聞いたら.. あー、電話をします。よろしくお願ひします。

Commentary

While this response appropriately addresses the prompt, it does so without specifically addressing the content of the stimulus. There are grammatical and syntactic errors, and use of vocabulary and idioms is limited. The flow of expression is strained, but this does not interfere with comprehensibility. The response would have earned a higher score with a greater variety of vocabulary, more elaboration, and a stronger control of grammar.

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Return Telephone Call 1 (continued)

Sample: C

Score: 2

Transcription of Student Response

もしもし、[identifying information deleted] さんです。あー、メッセージを.. しました。あー、日本のぶんがっくーの.. です。あー、.. けいご？

Commentary

The student directly addresses prompt and provides an appropriate but incomplete answer. The response is limited, and insufficient vocabulary (日本のぶんがっくーの), grammar control (メッセージを.. しました), and labored expression frequently interfere with comprehensibility. The response would have earned a higher score had it included appropriate vocabulary and demonstrated better control of grammar.

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Return Telephone Call 2

Sample: A

Score: 6

Transcription of Student Response

トーナメントはキャンセルになったんですか。あー、それはほんとに残念ですねえ。でも今の所私達が、で、出来ることは、うーん、なんにもないんですから、あー、どうしよう。それは大変ですね。他の人に聞いたらどうですか。

Commentary

This response is thorough and appropriate. The student maintains a natural pace with minimal hesitation and repetition. Register and grammar are appropriate, and vocabulary is very rich. This response suggests excellence in interpersonal speaking.

Sample: B

Score: 4

Transcription of Student Response

あー、そうなんですか。そしたら、あの、ど、しますかね。

Commentary

The student addresses the prompt directly and provides an appropriate answer. Although there is some unnatural hesitation, the pace is generally consistent. Had the response been elaborated and used a greater variety of vocabulary and idioms, it could have earned a higher score.

Sample: C

Score: 2

Transcription of Student Response

ああそう...だ、だめだ...相撲に、見たい...です。でも、いいですよ。あーなにかあ...

Commentary

The student directly addresses the prompt and provides an appropriate but incomplete answer. Frequent hesitation interferes with delivery. The use of register and style are inappropriate to the situation, and limited control of grammatical and syntactic structures interferes with comprehensibility. The response could have earned a higher score had the appropriate register been used and a stronger control of grammar been demonstrated.

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Return Telephone Call 3

Sample: A

Score: 5

Transcription of Student Response

午後のスケジュールはたとえば、あー、動物園に行くことなんかよろしいですか。それとも、uh、.. 美術館もいいです。でもそれはみんなの、え、意見を uh、ききたいんです。

Commentary

This response directly addresses the prompt, makes a concrete suggestion, and includes elaboration. Although there are some hesitations that create an unnatural flow, they do not distract from the message. The student also uses a variety of vocabulary and idioms, and both style and register are appropriate. The response suggests emerging excellence in interpersonal speaking.

Sample: B

Score: 3

Transcription of Student Response

あーん.. えとおー.. じゃあー.. とりあえず.. 他のふうーすー、あー、にさがして、えっとお.. けんどもにでも.. えっとお.. 見に行きませんか。

Commentary

This student provides a basic but appropriate response that includes a concrete suggestion at the end. While the hesitation sound, えっとおー, is appropriate, the student uses it frequently. Vocabulary is limited. This response could have earned a higher score with fewer errors in grammatical structures, a richer vocabulary, and a more fluid delivery. The student demonstrates emerging competence in interpersonal speaking.

Sample: C

Score: 1

Transcription of Student Response

あ、そうですね。ご、uh,ごごはちよつとー、いそがしくてね。あー、たぶんあー、ほかの日...の午後じかんがいいと思います。あー、この、どよびは、ど、に、いごすたらどうですか。

Commentary

This response only marginally addresses the prompt by talking about a schedule, but the discussion concerns the student's own schedule rather than the group plans. Insufficient vocabulary impedes communication. Labored expression and fragmented language require listener effort.

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Return Telephone Call 4

Sample: A

Score: 5

Transcription of Student Response

はい、わかりました。ああーあり、ありがとうございます。um, ああーそーし、はい、ああーん、そーしたほうが僕もいいと思いますよほんとに。あーん、じゃあ、それじゃあ、あーん、文化クラブの日にまた会いましょう。

Commentary

This response directly addresses the prompt, includes elaboration, and concludes the conversation appropriately. It could have earned a higher score with less hesitation in the delivery. Style and register are appropriate, and grammar is error free. The response suggests emerging excellence in interpersonal speaking.

Sample: B

Score: 3

Transcription of Student Response

あつ、じゃ、あい、あの一、また、あの、ま、またですねえー、さよならあー、あの、クラブで、ね、..はい。

Commentary

Although it is basic, this response directly and appropriately addresses the prompt. The strained flow of expression and hesitations result in fragmented language that interferes somewhat with comprehensibility. Structures and vocabulary are limited and simple. The response suggests emerging competence in interpersonal speaking.

Sample: C

Score: 1

Transcription of Student Response

はい、じゃあ、またでします.. じゃあ、バイバイ。

Commentary

This response minimally addresses the prompt and demonstrates lack of competence in interpersonal speaking. The student concludes the conversation by saying *バイバイ*, although informal register is not appropriate in the context. Incorrect use of grammar in the first sentence impedes comprehensibility.