

**AP[®] JAPANESE LANGUAGE AND CULTURE
2008 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 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 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 understand," "Please repeat," or equivalent in Japanese Not in Japanese Blank 		

Text Chat 1

Sample: A

アメリカの高校は、制服がない所が多いので、生徒は私服を着て学校にやってきます。ジーパン、シャツ、ジャケットなどが基本的な服装です。

Text Chat 1

Sample: B

ジーンズ、Tシャツを着る人が多いです。Yシャツを着る人もいます。

Text Chat 1

Sample: C

アメリカのドレスコードはじゆうです。シャツとパンツとくつは

Text Chat 2

Sample: A

学校でみじかすぎるスカートを着てはいけません。でも、アメリカの学校のきそくはとてもじゆうですよ。

Text Chat 2

Sample: B

はい。服は たくさん体を みえませんべきです。短い スカトは だめです。

Text Chat 2

Sample: C

短すぎるのショートや 小さすぎるの s

Text Chat 3

Sample: A

最初に先生は生徒を注意します。そのあと先生は生徒をオフィスに送ります。オフィスに送られた生徒は服を着替えなければいけません。

Text Chat 3

Sample: B

先生は、生徒を家に帰させます。そこで、ほか服を履きます。

Text Chat 3

Sample: C

たいてい、生徒は着てはいけない服を着ていたら、先生は落ちこまれます。

Text Chat 4

Sample: A

僕は面白い服を着るのが好きなので、制服がない方がいいと思います。学校でも自由は重要だと思います。

Text Chat 4

Sample: B

私は制服あったほうがよくないと思います。服は楽しいんです。

Text Chat 4

Sample: C

いいえ。制服はとても悪いですよ。私たちは 自身が あって、ぼくの服は 自身

Text Chat 5

Sample: A

僕は学校の制服などが最も好きです。なぜなら、僕は毎日学校に着て行く服を選ぶことがいやだからです。なお、制服があったら、服を買わなくてもいいし。

Text Chat 5

Sample: B

私は黒いTシャツや黒いズボンが好きです。暗い色が好きから。

Text Chat 5

Sample: C

ま、ジーンズとか、ちーしゃつがすき

Text Chat 6

Sample: A

あなたの学校では制服があるのですか？それと、もし学校で制服を着ているなら、普段の私服は
どういうものを着ていますか？

Text Chat 6

Sample: B

なぜ女の生徒はいつも高い靴下がありますか。あまりカッコイじゃないと思っています。

Text Chat 6

Sample: C

あなたわスキルトおありますか。

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Interpersonal Writing: 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 messages to which the student responds. Each message 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 message 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 2008 exam directed students to participate in an exchange of text-chat messages with Akira Nakamura, a high school student in Japan, about how high school students dress. Students were asked to give examples of types of clothing American high school students wear, as well as examples of clothing that is not allowed. They were asked to justify their opinions about wearing school uniforms and to explain their preference in clothing, as well as to ask a question about Japanese secondary school fashions.

Text Chat 1

Sample: A

Score: 6

This response thoroughly addresses the prompt, providing appropriate and detailed examples such as シーパン, シャツ, ジャケット. The response flows naturally and uses suitable orthography. It demonstrates excellence in interpersonal writing.

Sample: B

Score: 4

This response directly addresses the prompt. Sentence structure and vocabulary are basic and simple but error free. Orthography is appropriate. If this answer had contained further elaboration, it could have earned a higher score. This response demonstrates competence in interpersonal writing.

Sample: C

Score: 2

This response addresses the prompt and provides an appropriate but incomplete answer. Insufficient, inappropriate vocabulary and orthography interfere with readability. This answer would have earned a higher score had it contained appropriate orthography and demonstrated better control of vocabulary. This response suggests lack of competence in interpersonal writing.

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Text Chat 2

Sample: A**Score: 5**

This thorough and appropriate response directly addresses the prompt and suggests emerging excellence in interpersonal writing. The student generally exhibits ease of expression and uses appropriate register and style. Grammatical and syntactic structures are suitable. Further elaboration would strengthen the response.

Sample: B**Score: 3**

This response directly addresses the prompt and provides a basic answer with limited vocabulary. Inappropriate use of orthography and vocabulary interfere with comprehensibility. Further control of grammar and elaboration would strengthen the response.

Sample: C**Score: 1**

The response only marginally addresses the prompt and demonstrates lack of competence in interpersonal writing. It is marked by labored expression, grammatical errors, and insufficient vocabulary (短すぎるのシヨ一ツ), which significantly interfere with comprehensibility throughout the response. The stray English letter, without meaning in this context, also contributes to the ineffectiveness of the answer. If the response had provided examples in a more readable, complete manner, it would have received a higher score.

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Text Chat 3

Sample: A**Score: 5**

This response appropriately addresses the prompt with some elaboration and detail. The student uses a variety of vocabulary properly. Grammatical and syntactic structures, including ～られる and ～なければいけない, are used correctly. The response suggests emerging excellence in producing cohesive and coherent interpersonal written discourse by using linking words, such as 最初に and そのあと, and by using オフィスに送られた生徒 to refer to what was said in a preceding sentence. Use of register and style is appropriate and consistent. The response could have earned a higher score had the expression flowed more naturally and easily and had a greater variety of vocabulary (e.g., 職員室 for オフィス) and grammatical and syntactic structures been used.

Sample: B**Score: 3**

This response appropriately addresses the prompt in the first sentence and attempts to elaborate in the second sentence. It suggests good control of orthography and some control of basic grammatical structures and vocabulary. The omission of the subject (生徒), combined with grammatical and lexical errors in the second sentence, interfere with comprehensibility.

Sample: C**Score: 2**

This response addresses the prompt, but it is incomplete. 着てはいけない服を着ていたら is a mere restatement of a part of the prompt. The errors in grammar (は in 生徒は) and vocabulary (落ちこむ) significantly interfere with comprehensibility. Limited control of vocabulary and grammatical and syntactic structures impedes comprehensibility.

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Text Chat 4

Sample: A

Score: 5

This response appropriately addresses the prompt with some elaboration. Both an opinion and explanation are provided. The response uses a range of vocabulary and grammatical and syntactic structures correctly and exhibits relative ease of expression. Use of register and style is appropriate and consistent. The discourse would have flowed more smoothly had the second sentence used a syntactic structure such as *それは～からです*. The orthographic error (征服) does not interfere with comprehensibility. This response could have earned a higher score if more elaboration and detail were included and if a wider variety of vocabulary and grammatical and syntactic structures had been used.

Sample: B

Score: 3

This response addresses the prompt appropriately but very simply. It suggests good control of orthography and some control of basic grammatical structures and vocabulary. The use of register and style is appropriate and consistent. The grammatical error in *制服あつた* (omission of *が*) does not interfere with comprehensibility. The expression *あつたほうがよくない* is unnatural; it is more natural to say *ないほうがいい*. Limited vocabulary and grammatical structures as well as the lack of clarity of the second sentence prevented the response from earning a higher score.

Sample: C

Score: 2

This response addresses the prompt appropriately, but the justification is incomplete. It could have earned a higher score if the second sentence had been completed properly and its meaning clarified. The use of *自身* is inappropriate, possibly a result of translating directly from the English “self.” Vocabulary and grammatical and syntactic structures are limited, but they are used correctly for the most part.

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Text Chat 5

Sample: A**Score: 6**

This response demonstrates excellence in interpersonal writing. Although it is brief, the answer addresses the prompt and is clear, thorough, and appropriate. This virtually error-free response also demonstrates natural and flowing expression with rich vocabulary (such as 最も and なお).

Sample: B**Score: 3**

This response suggests emerging competence in interpersonal writing. It addresses the prompt and provides a basic but appropriate answer. The response demonstrates unnatural flow of expression, which, with the errors in orthography and grammatical structures (such as ティ s ヒヤツ and すきから), interferes with readability.

Sample: C**Score: 2**

This response suggests lack of competence in interpersonal writing. Although the answer directly addresses the prompt somewhat appropriately, it is not complete. An orthographic error (ちーしゃつ) makes the response difficult to comprehend. Limited control of syntactic structures results in fragmented language.

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Text Chat 6

Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. The student addresses the prompt and provides a thorough and appropriate answer with elaboration. The response exhibits natural and easy flow of expression with no errors in orthography and mechanics.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer. Inappropriate vocabulary (such as 高い靴下, カッコイ, あります) and errors in grammatical structures (e.g., the incorrect negative adjectival form) interfere with comprehensibility.

Sample: C

Score: 1

This response demonstrates lack of competence in interpersonal writing. It only marginally addresses the prompt. Insufficient, inappropriate vocabulary (スキルト, ありますか instead of はきますか), combined with limited control of grammar and errors in orthography (わ and お), significantly interfere with comprehensibility.