

**AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE**  
**2008 SCORING GUIDELINES**  
**Presentational Speaking: Story Narration**

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Natural, easily flowing expression</li> <li>Natural pace with minimal hesitation or repetition</li> <li>Pronunciation 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>Variety of appropriate grammatical and syntactic structures, with minimal or no errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests emerging excellence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Narration has a beginning, middle, and end that tell a logical and complete story consistent with stimulus</li> <li>Well-organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Generally exhibits ease of expression</li> <li>Smooth pace with occasional hesitation or repetition, which does not distract from the message</li> <li>Infrequent or insignificant errors in pronunciation</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>
<b>4</b>	<b>GOOD</b> <b>Demonstrates competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Narration tells a complete story consistent with stimulus, but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression does not interfere with comprehensibility</li> <li>Generally consistent pace with some unnatural hesitation or repetition</li> <li>Errors in pronunciation do not necessitate special listener effort</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>
<b>3</b>	<b>ADEQUATE</b> <b>Suggests emerging competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Narration tells a basic story consistent with stimulus, but may have inconsistencies in its logical progression from beginning to end</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression sometimes interferes with comprehensibility</li> <li>Inconsistent pace marked by some hesitation or repetition</li> <li>Errors in pronunciation sometimes necessitate special listener effort</li> <li>Inconsistent use of register and style appropriate to situation 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>
<b>2</b>	<b>WEAK</b> <b>Suggests lack of competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Response characterized by description or listing, with little narration; may be inconsistent with stimulus</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression frequently interferes with comprehensibility</li> <li>Frequent hesitation or repetition</li> <li>Frequent errors in pronunciation necessitate constant listener effort</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>
<b>1</b>	<b>VERY WEAK</b> <b>Demonstrates lack of competence in presentational speaking</b>	<ul style="list-style-type: none"> <li>Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus</li> <li>Lacks organization and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression constantly interferes with comprehensibility</li> <li>Constant hesitation or repetition</li> <li>Frequent errors in pronunciation necessitate intense listener effort</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>
<b>0</b>	<b>UNACCEPTABLE</b> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Japanese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE 2008 SCORING COMMENTARY

## Presentational Speaking: Story Narration

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

### Overview

This task measures the ability to speak in the presentational mode by asking students to narrate a story to a Japanese class. It contains a series of pictures that depict a story. Students are allotted 4 minutes to prepare the narration and 2 minutes to tell the story. The response receives a single, holistic score, based on how well it accomplishes the assigned task.

The 2008 exam contained four pictures illustrating scenes in a park where two boys are playing ball and an elderly man is watching. The pictures show the elderly man catching the ball and reminiscing about his youth as a baseball player.

### Sample: A

Score: 6

### Transcription of Student Response

ある晴れた日に、学校の裏にある校庭のベンチに、年配のおじいさんが、すわっていました。その近くで、キャッチ・ボールをする二人の少年を、おじいさんは、見ました。ふと、青いキャップをかぶった少年のなげたボール、を、赤いキャップの少年がとり逃し、ボールはまっすぐおじいさんのすわるところに飛んできました。その瞬間、おじいさんはすっと立ち上がり、空中をとぶボールを、右で、見事にキャッチしました。それを見て、少年たちはすごく驚きました。感心した少年たちは、おじいさんをキャッチ・ボールにさせます。ボールを持つおじいさんは、すごくうれしそうです。自分もわかいごろ、背番号26で..野球でピッチャーをやっていたことを、おじいさん思い出しました。「さあ、まだまだ、若い人にはまけられない、です。」おじいさんは..ものすごくうれしそうにボールを、眺めました。遠くから、呼びかける青いキャップの男の子の声も、とどいてはいないようです。

### Commentary

The narration includes a thorough and detailed beginning, middle, and end and tells a logical and complete story consistent with the stimulus. The narration is well organized and coherent, and the progression clear, although additional transitional elements would strengthen it even further. It is delivered at a steady pace with minimal hesitations, which do not interfere with comprehensibility. Pronunciation is generally error free, and the use of register and style is consistent and appropriate to the situation. The response uses rich vocabulary (とり逃し, 瞬間, 呼びかける, とどく) and a variety of grammatical structures with minimal errors.

# AP® JAPANESE LANGUAGE AND CULTURE 2008 SCORING COMMENTARY

## Presentational Speaking: Story Narration (continued)

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

### Transcription of Student Response

僕と友だちは、外がいい天気だったので、キャッチボールを、遊びました。僕たちは、キャッチ・ボール、僕はボールを投げていたら、友達が取れませんでした。でも、ベンチにすわっていた年寄りのおじいさんは、僕たちのボールを取ってくれました。そこで、僕たちは「おじいさん、ありがとうございます。」といいました。おじいさん、すると、わた、僕はおじいさんに「一緒に遊びませんか」って聞きました。そしたらおじいさんは「いいですよ」って言ったので僕たちは、夜遅くまでキャッチ・ボールを、しました。おじいさんは「この人たちは、野球選手になれますかねえ」と言いながら、なやん、にやにやして笑っていました。

### Commentary

The narration demonstrates competence in presentational speaking by telling a complete story consistent with the stimulus. The response is well organized with a progression of ideas that is generally clear but lacks detail and elaboration. Transitional elements, such as *それで* and *そしたら*, are used correctly. The response is delivered in a natural flow of expression with a consistent pace, and the register and style are appropriate to the situation. The response would have received a higher score if the student had used more varied vocabulary and demonstrated control of a variety of grammatical structures.

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

### Transcription of Student Response

はい、あのう、その、このに、おじいさんはパークで、ナップをし、ました。でも、うるさいのひとは、野球をしました。やきゅう (er) 野球の玉、は、おじいさん..に、あー、おとります。おじいさんは、怖い顔で、野球のたまを、もらいました。おじいさん、は、アルバイト、おじいさんのアルバイトは野球の pitcher が、ありました。でも、おじいさんは、とても、若いです。野球の pitcher をしません。うるさいのひとは、インプレス、ですね。あの、おじいさん、あとで、家へ、かえりました。ね、おじいさんは寝ました。でも、あー、野球を dream して、.. どうもありがとうございます。みなさん

### Commentary

The narration responds to the stimulus and attempts to tell a basic story, but it provides scattered information and lacks of organization and coherence. There is little elaboration and no use of transitional elements. Labored expression, frequent hesitations, and occasional use of English words (*nap*, *pitcher*, *impress*, *dream*) make the narration difficult to follow. There are some gaps in logic (おじいさんはとても若いです。野球の pitcher をしません。) and basic grammatical errors (うるさいのひと, 野球のたまをもらいました). The response could have earned a higher score if the student had demonstrated greater control of grammar.