

AP[®] JAPANESE LANGUAGE AND CULTURE

2009 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 is 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 understand," "Please repeat," or equivalent in Japanese Not in Japanese Blank 		

Text Chat 1

Sample: A

私は日本の宗教が一番面白いと思います。仏教や神道について発表しましょう。

Text Chat 1

Sample: B

一番おもしろいことは日本のしんかんせんです。しんかんせんはとても早いと思います。

Text Chat 1

Sample: C

のほんの食べ物のがすきです

Text Chat 2

Sample: A

やっぱり他国では夏休みの間にお祭りなんてあんまり無いと思うし、日本での文化をちゃんと学べるから。

Text Chat 2

Sample: B

日本語の和歌とはいくでは、歌人は少し音で、難しくて、きれいな思想を表さなくちゃいけませんから。たとえば、はいくの音は十七しかありませんから、十七音で、自然の絵を作らなくちゃいけません。とてもすごいとおもいm

Text Chat 2

Sample: C

まっりはいろいろなゲームです。私も r

Text Chat 3

Sample: A

私はスキットがいいと思います。スキットの中でいろいろな日本人の習慣を出せます。たとえば、ほかの人の家に行くとき、お土産を買ったほうがいいです。そして、スリッパを脱いだほうがいいです。

Text Chat 3

Sample: B

スキットがもっといいです。もっとおもしろいです。そして、スキットをたのしいです。ポスター

Text Chat 3

Sample: C

ポスタアお作っているり炉名ところ絵はいった類が

Text Chat 4

Sample: A

他にも、日本の歴史も加えるともっとわかりやすいと思います。そして、日本の文化の事がおもしろくなります。

Text Chat 4

Sample: B

そして、クラスメートにすしを作る事をおしるほうがいいですか？ どうと思いますか？

Text Chat 4

Sample: C

にほんおえちけといいです。にほんおすぽつがいいです。おおきいぽすたいいです。

Text Chat 5

Sample: A

そうですね、練習は来週のどにちにしましょう。もしよければ、日曜日の午後三時にあえませんか。僕の家はその時間に来てください。

Text Chat 5

Sample: B

じゃ、明日に、家で、午後 1 時に話します。

Text Chat 5

Sample: C

十二時に会ったいいと思う。

Text Chat 6

Sample: A

ポスターボードだけ持ってきたらいい。ほかのは私が持ってるから。じゃ、この土曜日に楽しみにしている。いい発表を作ろう！

Text Chat 6

Sample: B

今度の練習の時に、食べ物を持って行って良いと思います。

Text Chat 6

Sample: C

今、ポスタをします。ポスタボードがありますか？私は

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Interpersonal Writing: Text Chat

Note: Students' responses are quoted verbatim and may contain grammatical errors.

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.

In 2009 students were directed to participate in an exchange of text-chat messages with a classmate, Yumi Watanabe, about their group presentation on Japanese culture. Students were asked to describe the aspect of Japanese culture they find most interesting, to justify their opinion, to recommend methods of presentation, to suggest a time and place to meet, and to suggest what should be brought to the meeting.

Interpersonal Writing: Text Chat 1

Sample: A

Score: 5

This thorough and appropriate answer directly addresses the prompt. It includes elaboration and detail, mentioning 宗教 and giving the examples 仏教 and 神道. Instead of the simple noun connector と, the more inclusive や is used appropriately. There is consistent use of register and style. Although the prompt uses the direct style 思っ, the relationship between the writer of the prompt and the student is unknown. Classmates often use the direct style in speaking to each other, so that form would be appropriate. However, if the relationship between the classmates is more formal (e.g., the student is not a close friend or is new to the school), it is acceptable to use the です/ます style. The use of 発表しましょう strengthens the response because the student is including others in the group by encouraging a joint effort. If there had been more elaboration and detail, the response could have scored a 6.

Sample: B

Score: 4

This appropriate response directly addresses the prompt. Vocabulary is appropriate but limited. The student should have used the kanji 速い (fast) instead of the kanji 早い (early), but this error in orthography does not interfere significantly with readability. There is consistent use of register. Although the prompt uses the direct style 思っ, the relationship between the writer of the prompt and the student is unknown. Classmates often use the direct style in speaking to each other, so that form is appropriate. However, if the relationship between the classmates is more formal (e.g., the student is not a close friend or is new to the school), it is acceptable for the response to include the です/ます style. This response demonstrates competence in interpersonal writing.

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Interpersonal Writing: Text Chat 1 (continued)

Sample: C

Score: 2

This response addresses the prompt with an incomplete answer that does not make it clear if the student is making a recommendation for a presentation topic. Errors in orthography and grammar (e.g., のほん and 食べ物) interfere with readability, and the limited vocabulary interferes with comprehensibility. Lack of a period at the end of the sentence does not affect the overall score since this conversation takes place in a text chat environment. This response suggests lack of competence in interpersonal writing.

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Interpersonal Writing: Text Chat 2

Sample: A

Score: 5

This response directly addresses the prompt and provides a thorough justification of opinion using the phrases 無いと思うし and 学べるから. It generally exhibits ease of expression by naturally and properly using words and phrases such as やっぱり, お祭りなんて, and あんまり. Register and style are appropriate to the situation, and there are no orthographical errors. If this answer had provided more detailed elaboration, it would be stronger. This response suggests emerging excellence in interpersonal writing.

Sample: B

Score: 4

This appropriate response directly addresses the prompt. Strained or unnatural flow of expression, as in the phrases 歌人は少し音で, きれいな思想, and 自然の絵を作らなくちゃいけません, does not interfere with comprehensibility. The use of hiragana for the word はいく slightly interferes with readability. If this answer had used richer vocabulary and exhibited more control of syntactic structures, it could have received a higher score. This response demonstrates competence in interpersonal writing.

Sample: C

Score: 1

This response only partially answers the prompt. Although まつり are an aspect of Japanese culture, insufficient and inappropriate vocabulary, as in the phrase いろいろなゲーム, and the simple syntax used in the single completed sentence make the answer difficult to comprehend. This response demonstrates lack of competence in interpersonal writing.

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Interpersonal Writing: Text Chat 3

Sample: A

Score: 5

This response appropriately addresses the prompt with some elaboration and detail. Grammatical and syntactic structures, including ~とき and ~たほうがいい, are used correctly. The response suggests emerging excellence in producing cohesive and coherent interpersonal written discourse by using linking words such as たとえば and そして. Use of register and style is appropriate and consistent. The response could have earned a higher score had the expression flowed more naturally (e.g., 習慣を出せます would be better expressed as 習慣を表せます) and easily and had a greater variety of vocabulary and grammatical and syntactic structures been used: for example, ~ほうがいいです (used twice in the response) would be better expressed as ~を買ったほうがいいとか、スリッパを脱いたほうがいいとか。

Sample: B

Score: 3

This response directly addresses the prompt and provides a basic answer with limited vocabulary and simple, repeated syntactic structures. The grammatical error in スキットをたのしいです does not interfere significantly with comprehensibility. Readability could be easily strengthened by using basic kanji (e.g., 楽しい) to break up the string of kana. The response suggests emerging competence in interpersonal writing.

Sample: C

Score: 1

This response minimally addresses the prompt and demonstrates lack of competence in interpersonal writing. Although the frequent errors in orthography and incorrect kanji conversion constantly interfere with readability, if the text is read aloud, the meaning is somewhat comprehensible: ポスタアお作って いろりろなところえはいったほおが. Nevertheless, the limited control of grammar and vocabulary interfere constantly with comprehensibility.

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Interpersonal Writing: Text Chat 4

Sample: A

Score: 5

This response appropriately addresses the prompt with some elaboration, including an explanation of the student's recommendation. The answer 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 an appropriate cohesive device (e.g., そうすれば rather than そして). The orthographic error (おもしろく) does not interfere with comprehensibility. The response could have earned a higher score had the expression flowed more naturally and easily and had a greater variety of vocabulary and grammatical and syntactic structures been used.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer. Errors in use of vocabulary (そして) and in grammatical structures (おしるほうが、どうと思ひますか) interfere with comprehensibility. Better control of grammar and additional elaboration would strengthen the response.

Sample: C

Score: 1

This response minimally addresses the prompt and demonstrates lack of competence in interpersonal writing. It contains frequent errors in orthography (えちけと、すぽつ、ぽすた) and grammar (にほんおえちけと、にほんおすぽつ、ぽすたいいです). These errors, combined with insufficient vocabulary, significantly interfere with comprehensibility.

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Interpersonal Writing: Text Chat 5

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 appropriately used and varied. Writing どこち in kanji would improve readability. Further elaboration would also strengthen the response.

Sample: B

Score: 3

This response addresses the prompt directly and appropriately, but very simply. Even though there is a mechanical error (excessive use of commas in 明日に、家で、), the response suggests good control of orthography and some control of basic vocabulary. The use of register and style is appropriate. The grammatical error in 明日に does not interfere with comprehensibility. The response would be improved by replacing 話します with 話しましょう or 会いましょう.

Sample: C

Score: 2

This response directly addresses the prompt, but it does so incompletely and marginally. Limited control of grammar, as in 会ったいいと思う, significantly interferes with comprehensibility. The response demonstrates lack of competence in interpersonal writing.

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Interpersonal Writing: Text Chat 6

Sample: A

Score: 6

This thorough and appropriate response demonstrates excellence in interpersonal writing. It directly addresses the prompt starting with ポスターボードだけ持ってきたらいい. Additionally, it includes some detail and elaboration with the next three sentences. The response exhibits excellent use of grammar and syntax, and there are no orthographic or mechanical errors. It includes natural and appropriate phrases and idioms such as 持ってきたらいい (in response to 持っていったらいい?), ほかの, and 楽しみにしている. The use of register and style is appropriate and consistent. The naturalness of expression would be enhanced if the sentence final particle よ were added at the end of the first sentence and the sentence final particle ね at the end of 作ろう. Nonetheless, the response reads well without them.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate response without any detail or elaboration. The response exhibits appropriate grammar, syntax, and vocabulary, making use of a phrase used in the prompt (今度の練習に) to initiate the response. The orthographic and syntactic errors in 持って言って良い interfere somewhat with comprehensibility and readability and cause an unnatural flow of expression. Furthermore, there is no attempt to go beyond a basic response and basic level of language use. There are no mechanical errors.

Sample: C

Score: 1

The response exhibits an adequate level of expression. However, it addresses the prompt only minimally and thus suggests a lack of competence in interpersonal writing. Neither of the two completed sentences directly addresses the prompt. However, it is possible to think that ポスターボードがありますか would lead to a more direct suggestion had the student completed the third sentence. Both completed sentences are grammatically correct but very basic. Further, they are not well connected to each other because of a lack of a cohesive device such as だから. The response contains only one orthographic error (ポスタ), which does not interfere with readability or comprehensibility.