

AP[®] JAPANESE LANGUAGE AND CULTURE

2010 SCORING GUIDELINES

Interpersonal Speaking: Conversation

| | | 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 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 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: Conversation

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task evaluated speaking in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprised a statement identifying an interlocutor and conversation topic and four questions. Students were asked to engage in a conversation with a friend about an upcoming party. They were expected to respond to the friend's question about whether they should hold the party in the afternoon or evening, recommend activities for the party that everyone would enjoy, explain why they made that particular recommendation, and respond to an expression of appreciation and a request for possible additional help in the future. Students had 20 seconds to speak at each turn in the conversation. Each of the four responses received a holistic score based on how well it accomplished the assigned task; all four scores counted equally in calculating the total score.

Interpersonal Speaking: Conversation 1

Sample: A

Score: 5

Transcript of Student's Response

うん、私は、あー、夜がいいよ。あー、昼は学校だから、夜のほうがいいと思う。・・・
まさの、くんはどう？夜がいい？

Commentary

This response addresses the prompt thoroughly and appropriately, with elaboration and detail. The response generally exhibits ease of expression. Although occasional hesitation is evident in the relatively smooth pace, it does not impede communication. The register and style are appropriate to the situation. There is one minor error in pronunciation of the name まさの for まさお. The grammar is varied and error free, and the vocabulary is appropriate. Overall, this response suggests emerging excellence in interpersonal speaking.

Sample: B

Score: 3

Transcript of Student's Response

えっとねー、うーん、昼もいいです。uh、・・・だからー、ん、・・・だから、um、昼のほうがいいだと思えます。

Commentary

This response directly addresses the prompt and provides a basic but appropriate answer. It uses two syntactic patterns and basic vocabulary to express preference. However, the choice of the conjunction だから to link the two sentences is incorrect and interferes with comprehensibility. The flow of expression is strained and unnatural. The pace is inconsistent and marked by hesitation and repetition. The register and style are inconsistent えっとねー、いいです、思えます. Overall this response suggests emerging competence in interpersonal speaking.

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Interpersonal Speaking: Conversation 1 (continued)

Sample: C

Score: 1

Transcript of Student's Response

はい、パーティーを、行きたいです。ぼくも一、パーティーを行きたい、です。あん、なにを、あ、持って、いますか。

Commentary

This response addresses the prompt marginally by stating a desire to go to the party. However, it does not complete the task with a preferred time of day, as the prompt asks. Also, なにを、あ、持って、いますか has little to do with what the prompt asks. The message is characterized by frequent hesitations, and the labored expression interferes slightly with comprehensibility. The vocabulary is limited, and syntactic structures are basic, with grammatical errors. Overall this response demonstrates a lack of competence in interpersonal speaking. Addressing the prompt more directly with a better control of grammar and less strained delivery would have resulted in a higher score.

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Interpersonal Speaking: Conversation 2

Sample: A

Score: 5

Transcript of Student's Response

パーティですから、あの一、映画、を、見て、そしてパーティを、をするはいいだと思います。um、もちろん、食べ物が要ります。uh、ですからいいレストランを、uh、に、uh、 します。

Commentary

This response suggests emerging excellence in interpersonal speaking. It directly and thoroughly addresses the prompt and provides some elaboration and detail. Although there are some hesitations and repetitions, the pace is generally smooth and these do not impede communication. The response contains a variety of vocabulary もちろん, 要ります. and appropriate grammar, although there are sporadic errors in use of complex structures. The register です/ます is consistent and is appropriate to the situation. The response could have earned a higher score with fewer grammatical mistakes, smoother pace, or more elaboration and detail.

Sample: B

Score: 4

Transcript of Student's Response

え、食べ物を、食べた方がいい。uh、ケーキと、コーラ、と、チップがいいです。

Commentary

This response directly addresses the prompt and is appropriate. The pace is somewhat slow and hesitant, but this does not interfere with comprehensibility. The response contains appropriate but limited vocabulary, and grammatical and syntactic structures are simple but used correctly. The register is inconsistent. There is some elaboration in the second sentence about food and drink items, although the sentence would be stronger if it used an appropriate syntactic structure for a suggestion. The response could have earned a higher score had it been more thorough, used appropriate syntactic structures correctly, and been delivered at a smoother pace.

Sample: C

Score: 2

Transcript of Student's Response

あ一、私は、あ一、ソーダ、を、もって、あります。そして、ナプキンヌをもって、あります。

Commentary

This response contains two statements about items that would be good to have at a party, and therefore it addresses the prompt. The limited control of grammatical structures もってあります interferes with comprehensibility. There is an error in pronunciation in ナプキンヌ, and there seems to be insufficient control of vocabulary. The result is a response that suggests lack of competence in interpersonal speaking skills. The response could have earned a higher score had it included more clearly articulated suggestions about what to do to make it an enjoyable party. In particular, had the response contained grammatical structures that express a suggestion, it could have earned a higher score.

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Interpersonal Speaking: Conversation 3

Sample: A
Score: 6

Transcript of Student's Response

あの、学生たちは食べ物があれば楽しいだと思います。例えば、みんなに何かをひとつな食べ物を授業に持ってくると、た、ことを頼むと、みんなが楽しむと思います。それに、食べている間テレビ見るのがいつも楽しいと思います。

Commentary

This response addresses the prompt directly with a very thorough and appropriate answer that includes elaboration and detail. A rich vocabulary and varied syntactical structures are used appropriately. The flow of expression and the pacing are also natural, with minimal hesitation and appropriate self-correction. There are some grammatical errors 楽しいだと思います, ひとつな that do not affect comprehensibility. The student correctly uses complex sentences with cohesive devices and appropriate conjunctions correctly, and there is a logical flow to the response. The response demonstrates excellence in interpersonal speaking.

Sample: B
Score: 4

Transcript of Student's Response

え、みんなが、uh、おなかが、ペコペコ、に、なる、あず、はずですから、あ、たぶん、もつとは、食べ物と飲み物を、かいて、おきたほうがいいです。uh、ん

Commentary

The student responds to the prompt directly and appropriately with some elaboration and detail. The response is clearly an explanation of the student's reasoning. The delivery is strained and contains some repetition and hesitation (e.g., なる、あず、はず), but this does not interfere with comprehensibility. The response uses appropriate vocabulary and a complex grammatical structure (～から、～), although there are some grammatical errors もつとは、かいて、おきた.

Sample: C
Score: 1

Transcript of Student's Response

えっとー、uh、カードゲーム、を、しつ、て、も、して、は、いっつと思います。uh、そし

Commentary

This response addresses the prompt minimally. The delivery is extremely labored, and the fragmented language requires intense listener effort. Limited control of vocabulary and syntax significantly interferes with comprehensibility. The student recommends playing card games カードゲームをしても, but the delivery and language use make it hard to comprehend the intended message. The strained delivery also necessitates listener effort. The response demonstrates lack of competence in interpersonal speaking.

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Interpersonal Speaking: Conversation 4

Sample: A

Score: 6

Transcript of Student's Response

もちろん、いつでも手伝います。そのパーティーは楽しそうだった、楽しそうから、うーん、いつしましょうか。ねえ、ほかのう、アドバイスがいったら、聞いてくださいね。ね、またね。ありがとうございます。じゃ、ね。

Commentary

This response earned a high score because it directly addresses the prompt and contains elaboration and detail. The single grammatical error (楽しそうから) does not interfere significantly with comprehensibility. The insignificant pronunciation error (ほかのう) and the repetition of a phrase as a result of self-monitoring (楽しそうだった、楽しそうから) do not distract from the message. The pace is generally smooth, and the expression generally flows naturally. The response also demonstrates competence in using complex sentences. Register is appropriate and consistent. The response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student's Response

はい、た、手伝ってつもりです。あ、いっしょに・・・いっしょに楽しいパーティーを作りましょう。

Commentary

This response directly addresses the prompt and provides a basic and appropriate answer. The pace is generally smooth, with some minimal hesitation and repetition. Though they do not interfere with comprehensibility, the grammatical error 手伝ってつもり and the inappropriate word choice パーティーを作りましょう make the flow of expression somewhat strained and unnatural. More elaboration or detail as well as a more appropriate and accurate use of vocabulary and grammatical structures would strengthen this response.

Sample: C

Score: 1

Transcript of Student's Response

はい、はい、あー、わたしは、パーティー、はー、このー、金曜日、・・・です、とー、いいです。

Commentary

This response only marginally addresses the prompt. Constant hesitation and pauses result in very fragmented expression that interferes with comprehensibility. Vocabulary is very limited. Insufficient control of grammatical and syntactic structures also interferes with comprehensibility.