

**AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE**  
**2011 SCORING GUIDELINES**  
**Interpersonal Speaking: Conversation**

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</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>Excellent use of grammar and syntax, with minimal or no errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests emerging excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</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 interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</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 interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</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>Use of register and style appropriate to situation is inconsistent 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 interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</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 interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</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>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>“I don’t understand,” “Please repeat,” or equivalent in Japanese</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

## 2011 SCORING COMMENTARY

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.

### Interpersonal Speaking: Conversation

#### 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 had 20 seconds to speak at each turn in the conversation. Students were to engage in a conversation with Keizo Nakamura, a new neighbor, about recycling garbage. They were expected to respond to his greeting, answer his question about the town's disposal and recycling practices, advise him on what to do with empty cans that he has, and respond to his request for help the next day. 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: 6

#### Transcript of Student's Response

はじめまして、私は[identifying information deleted] と申します。わたしこそ、どうぞよろしく  
お願いします。  
なんか手伝うことがあったら、すぐに言ってください。

#### Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate answer, including elaboration and detail. The flow of expression and the pacing are natural, and the pronunciation is virtually error free. The register and style are used consistently and appropriately. Vocabulary, idioms, grammar and syntax are all excellent, with no errors.

#### Sample: B

Score: 4

#### Transcript of Student's Response

はじめましてえ。わたしは [identifying information deleted] です。どうぞよろしく。・・・アメリカがすーきですか。

#### Commentary

This response directly addresses the prompt and includes socially accepted expressions appropriately (はじめまして; どうぞよろしく). The pace is generally consistent. The pause before the last utterance inhibits the flow, but otherwise the response flows smoothly. The pronunciation of some words (はじめましてえ、すーき) is unnatural but does not necessitate the listener's special effort or interfere with comprehensibility. The register and style are consistent and appropriate. The response contains limited but appropriate vocabulary. Grammatical and syntactic structures are simple but appropriate. The response would have earned a higher score had it contained more detail or elaboration and used a greater variety of vocabulary and more complex grammatical phrases.

**AP® JAPANESE LANGUAGE AND CULTURE  
2011 SCORING COMMENTARY**

**Conversation 1 (continued)**

**Sample: C**

**Score: 1**

**Transcript of Student's Response**

えー、um、わたしの名前は、[identifying information deleted] です。あっ、だ。ガバージュが、だいきらい。だめ。

**Commentary**

This response demonstrates lack of competence in interpersonal speaking and only minimally addresses the prompt in the introduction. It lacks an appropriate greeting and thus does not complete the task. The mention of “ガバージュが、だいきらい。だめ” in response to the given prompt is inappropriate. The utterance is characterized by hesitation, frequent errors in pronunciation, and incorrect vocabulary (ガバージュ). The labored expression interferes with comprehensibility and necessitates intense listener effort. A limited control of grammatical and syntactic structures is evident, but the vocabulary is insufficient. Register and style are inappropriate to the situation.

**AP® JAPANESE LANGUAGE AND CULTURE  
2011 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 2**

**Sample: A**

**Score: 5**

**Transcript of Student's Response**

はい、明日はごみの日です。あの一、この町は、あの一、ごみが、リサイクルが、できま、あ、やっ  
ていません。あの一、私たちは、あの一、ひと、ひとつのごみ箱に全部のごみに、は、あ、入れてい  
ます。

**Commentary**

This response suggests emerging excellence in interpersonal speaking. It addresses the prompt thoroughly and appropriately, with elaboration and detail. The response generally exhibits ease of expression.

Although there are hesitations, repetitions and frequent self-corrections, the pace is relatively smooth and the pronunciation is free of errors. The register and style are appropriate to the situation. The vocabulary is also appropriate, as are the grammatical and syntactic structures, with sporadic errors (リサイクルが should be リサイクルを; 全部のごみに should be 全部のごみを).

**Sample: B**

**Score: 4**

**Transcript of Student's Response**

ええっとね、それは、あそこから、リサイクルセンターが、あるしい、えっと一、みんなの、家の外  
に、リサイクル箱があるので、sそうやってしたほうがいいと思います。

**Commentary**

This response demonstrates competence in interpersonal speaking. It addresses the prompt directly and appropriately. The pace is generally consistent, with minimal hesitation. Some expressions are unnatural (リサイクルセンターが、あるしい; sそうやってしたほうがいい) but do not interfere with comprehensibility. The response uses appropriate vocabulary and grammatical and syntactic structures but is not error free (あそこから should be あそこに).

**Sample: C**

**Score: 2**

**Transcript of Student's Response**

んん、この町で、ああ、している。ん、と、ん、リサイクル、あ、ことは、ん、ごみを、リサイクル  
できないから、ん、ごみをするごとと、リサイクル、あ、分かれる、でしょ。

**Commentary**

This response suggests lack of competence in interpersonal speaking. It attempts to address the prompt but produces an incomprehensible utterance. The labored expression with frequent hesitations interferes with comprehensibility and necessitates constant listener effort. The vocabulary is insufficient. Although the response is able to use the ～から～ structure appropriately, limited control of grammatical and syntactic structures is evident and results in fragmented language.

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE

## 2011 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 3

#### Sample: A

Score: 6

#### Transcript of Student's Response

はい、もちろん、リサイクルを、の方が好きです。I mean, がいいです。どうしてかという、と、リサイクルをすれば、この世界はもったきれいなところになれます。そして、わたしたちのこどもも、この世界に生きれます。

#### Commentary

This response suggests excellence in interpersonal speaking. The student directly addresses the prompt and provides a thorough and appropriate response with elaboration. The response generally exhibits ease of expression and flows relatively smoothly, with a mostly natural pace. There are some hesitations and repetitions, and the English phrase “I mean” slips out, but they do not significantly interfere with listenability. Pronunciation is clear and free of errors. Appropriate register and style are used consistently. A variety of appropriate vocabulary is used, along with grammatical and syntactic structures with some sophisticated expressions (e.g., どうしてかという、と、～すれば、～になれます). The omission of ら in 生きれます is less formal but acceptable in this context.

#### Sample: B

Score: 3

#### Transcript of Student's Response

はい。あー、そう思います。あー、リサイクル、uh um, あー、これーらは、um、あー、あの一ものーたちは、あ、あの一、プラスチック、あの一、でー、あ、リサイクル、するほうがいと、申します。あ、環境のために。

#### Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt and provides a basic but appropriate answer. Inaccurate pronunciation and frequent hesitations necessitate special listener effort. Although the response uses some appropriate words (プラスチック, 環境), it also includes inaccurate words (あの一ものーたち, 申します) that interfere with comprehensibility. The response suggests some knowledge of grammatical structures (するほうがいと, ~のために), but they are not used appropriately. It would have earned a higher score if the delivery were smoother and the vocabulary and grammar were used more precisely.

#### Sample: C

Score: 2

#### Transcript of Student's Response

はい、リサイクルを、sh し・・・ながら、えっとー、まちが、おっ、だめ、します。えっとー、みんな、がんばります。

#### Commentary

This response suggests lack of competence in interpersonal speaking. It directly addresses the prompt and provides an answer about recycling in general, but the content is not very clear. The labored expression interferes with comprehensibility, and the limited control of grammatical structures results in fragmented language.

**AP® JAPANESE LANGUAGE AND CULTURE  
2011 SCORING COMMENTARY**

**Interpersonal Speaking: Conversation 4**

**Sample: A**  
**Score: 6**

**Transcript of Student's Response**

あー、そうですね。ごみをてつだ、ごみの、リサイクルするのを手伝いは、uh、いつも、uh、いつでもいいk、いいですから。uh、uh、何でも聞いて、uh、みてください。明日も、uh、手伝い、手伝いするのでできますから。

**Commentary**

This response suggests excellence in interpersonal speaking. It directly addresses the prompt and contains elaboration and detail. The expression flows mostly naturally. The pace is also generally smooth, but with frequent use of "uh." Repetitions as a result of self-monitoring (ごみをてつだ、ごみの、リサイクルするのを; いつも、いつでも) do not distract from the message. The register and style are appropriate and consistent. The use of vocabulary is appropriate. Grammar and syntax are also used mostly appropriately, with sporadic errors (リサイクルするのを手伝いは; 手伝いするのでできます) that do not interfere with comprehensibility.

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

**Transcript of Student's Response**

はい、もちろん。あの、いつでも、質問があったら私に聞いてください。・・・えっ・・・あの。

**Commentary**

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides a basic but appropriate answer. The pace is generally smooth, with minimal hesitation and pauses. The expression flows naturally, and the pronunciation is clear. The register and style are appropriate and consistent. The vocabulary, grammar and syntax are appropriate but limited. The response would have earned a higher score had it included more elaboration or detail and used a greater variety of vocabulary and grammar.

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

**Transcript of Student's Response**

uh、あした、ねえ・・・hmm・・・とっしよにごみ、ごみい

**Commentary**

This response suggests lack of competence in interpersonal speaking. It attempts to address the prompt by mentioning あした (tomorrow) at the outset, but the message is incomplete. The utterance is characterized by frequent hesitations and pauses. The pronunciation is generally clear, but the labored delivery necessitates constant listener effort. The register and style are inappropriate (use of ねえ). The vocabulary is insufficient, and grammatical control is limited. If the response been fully expressed in a comprehensible manner, it would have earned a higher score.