

**AP[®] JAPANESE LANGUAGE AND CULTURE
2011 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

私の学校ではダンスパーティーの行事や、文化祭のような行事、いろいろありますよ。

Text Chat 1
Sample: B

私の学校はダンスパーチ画あります。

Text Chat 1
Sample: C

こんいちは。ちええせが大好きです。パー低

Text Chat 2**Sample: A**

毎年五月あります。今年は五月七日で、今週の週末です。私の友達はとても楽しみしています。

Text Chat 2**Sample: B**

ときどきにあります。まいがつぐらいあります。とてもたのしいです。

Text Chat 2
Sample: C

えっと、三ごろがあるんですね。

Text Chat 3**Sample: A**

僕はこのイベントのためにいろんなことをして用意をします。たとえばイベントの二週間前から走る練習を始めます。

Text Chat 3**Sample: B**

そのイベントのために、私はたいてい飾りたり、アドバイズメントとをしたりします。

Text Chat 3
Sample: C

わすれた。ぶくはプロム肺かなかったです

Text Chat 4**Sample: A**

僕はほかのところですがいいと思います。高校のテニスコートは古いですから違うのはいいと思います。

Text Chat 4
Sample: B

私は学校でするのがもっといいと思います。広いですから。

Text Chat 4
Sample: C

僕は学校のいべんを悪い思います。

Text Chat 5**Sample: A**

はい、こういうイベントはあったほうがいいと思います。今の学生はたくさんストレスがあるので、こんなリラックスの機会がありません。

Text Chat 5

Sample: B

はい、あるのがいいと思います。とても楽しいです。

Text Chat 5
Sample: C

いいえ。こういうイベントはいいじゃない。とても、よ

Text Chat 6**Sample: A**

はい、日本の学校もダンスパーティーとカラオケ大会を行っていますか？その他にどんなイベントをしていますか？

Text Chat 6**Sample: B**

はい。日本の学校はプロムがありますか。プロムがないだったら、ほかのプロム見たいイベントがありますか。

Text Chat 6
Sample: C

日本の学校のイベントはたくさんします。

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

Interpersonal Writing: Text Chat

Overview

This task evaluated writing in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages with a student, Yuko Fujita, in Japan. It comprised a statement identifying an interlocutor and conversation topic and six messages to which the student responded. Students were asked to describe a specific example of an event at their school, tell when the event takes place, explain what they do to prepare for the event and their preference regarding the venue for the event (at school or somewhere else), present and justify an opinion as to whether the event should continue, and ask a specific question about school events in Japan.

Each message consisted of a chat entry in Japanese and a brief direction in English that provided guidance on how to answer. Students had 90 seconds to read the message and respond at each turn in the text-chat exchange. Each response received a holistic score based on how well it accomplished the assigned task. All responses counted equally in calculating the total score.

Interpersonal Writing: Text Chat 1

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It addresses the prompt appropriately and includes details such as ダンスパーティーの行事 and 文化祭のような行事. Although use of a comma after ダンスパーティーの行事や is unnecessary, the response generally exhibits ease of expression. There are no orthographic errors. Because the prompt indicates that the student is writing to a Japanese student, use of the less formal sentence-ending particle よ is permissible and appropriate. The response uses vocabulary and grammatical and syntactic structures appropriately, with sporadic errors (omission of など after 文化祭のような行事). Further elaboration and more detail would have earned a higher score.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a very basic but appropriate answer using an appropriate register and style. The orthographic errors (パーチ, 画) interfere with readability, although they do not significantly impede comprehensibility. The response is limited to basic vocabulary such as 私, 学校, and ダンスパーテ and the simple syntactic structure ~の~は~があります. The response would have received a higher score if it used a greater variety of vocabulary and grammatical and syntactic structures.

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Text Chat 1 (continued)

Sample: C

Score: 1

This response demonstrates lack of competence in interpersonal writing. It addresses the prompt only marginally in the mention of an event (パーティー). The labored expression (ちええせ) and orthographic errors (こんいち, パーティ) interfere with readability and comprehensibility. Even though the register and style are appropriate, vocabulary is insufficient and control of grammar is limited. The result is fragmented language. The response would have earned a higher score if it had more vocabulary and idioms in addition to better control of grammatical and syntactic structures.

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Interpersonal Writing: Text Chat 2

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It addresses the prompt thoroughly and appropriately and provides detail progressively (毎年五月, then 今年は五月七日, then 今週の週末) in a manner that generally exhibits ease of expression. There are no orthographic errors, and the appropriate register and style are used consistently. The response includes a variety of basic but appropriate vocabulary and idioms, with one error (楽しみしています should be 楽しみにしています). Throughout the response there is an appropriate use of grammatical and syntactic structures, with a single error (五月あります should be 五月にあります). More elaboration and detail, a richer vocabulary, and more complex sentence structures would have made this response stronger.

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 grammatical and syntactic structures (ときどきにあります) as well as incorrect vocabulary (まいがつ) create a strained, unnatural flow that somewhat interferes with comprehensibility. The response is limited to simple sentence patterns (~あります, ~です) throughout. The nonuse of kanji for 毎月 and 楽しい interferes with readability. The response would have received a higher score if it demonstrated a stronger command of vocabulary as well as a greater variety of grammatical and syntactic structures.

Sample: C

Score: 2

This response suggests lack of competence in interpersonal writing. It attempts to directly address the prompt by mentioning 三ごろ. However, the labored nature of this expression provides a semantically incomplete, ambiguous response (it could mean “about three events,” “around March,” or “around three o’clock”) that interferes with comprehensibility and results in fragmented language. Register and style in あるんですね are awkward. In addition, vocabulary is insufficient, and control of grammar is limited to a single basic structure. The response would have earned a better score by including more precise vocabulary in addition to demonstrating better control of a variety of grammatical and syntactic structures.

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Interpersonal Writing: Text Chat 3

Sample: A

Score: 5

This response demonstrates emerging excellence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer. It demonstrates appropriate use of grammatical and syntactic structure (ために, ~て, 二週間前から, 走る練習), with no errors. Use of the more casual いろんな rather than いろいろな is appropriate to the situation. The appropriate register is used consistently. The transitional word (たとえば) used to connect two sentences creates a natural flow. Adding a comma after this word might have improved readability. Use of richer vocabulary and inclusion of more detail or elaboration would have made the response stronger.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer. The register and style are appropriate. However, the orthographic error (アドバタイズメントと) and grammatical errors (飾りたり) interfere with readability and make the flow of expression strained. This response would have earned a higher score if it contained more elaboration or detail using richer vocabulary and more complex grammatical structures.

Sample: C

Score: 1

This response demonstrates lack of competence in interpersonal writing. Labored expression and orthographic and mechanical errors (ぶく, 肺かなかった, omission of period at the end) significantly interfere with readability and comprehensibility. Insufficient vocabulary and inconsistent use of register negatively affect the quality of the response, which is also limited to simple syntactic structures.

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Interpersonal Writing: Text Chat 4

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It provides an appropriate response that directly addresses the prompt with elaboration. For the most part, the response flows smoothly and contains no orthographic errors, although 違うのは could have been better said as 違うところの方が or something similar. The register and style are consistent and used appropriately in the given context. Using a comma after 古いですから might have improved readability. Grammatical structures are used correctly, with sporadic errors (するがいいい) that do not impede communication.

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and gives an appropriate answer. The error in grammar (するの方) does not interfere with comprehensibility. The response is limited to simple structures and basic vocabulary. If it contained richer vocabulary and more elaboration or detail using complex grammatical structures, it would have earned a higher score.

Sample: C

Score: 2

This response suggests lack of competence in interpersonal writing. It addresses the prompt to some extent but fails to clearly state a preference between holding the event at school or holding it at another place. Limited control of grammatical structures and insufficient vocabulary result in fragmented language and interfere with comprehensibility (e.g., 悪い思います). Although kanji is used correctly, イベント should be written in katakana as イベント. The response would have earned a higher score had it clearly stated a preference and exhibited better language use.

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Interpersonal Writing: Text Chat 5

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt by stating and justifying an opinion. However, the first sentence is mostly a restatement of the prompt. The flow from the first to the second utterance is somewhat awkward because a transitional element is lacking. The justification portion is logical (present-day students are stressed and do not have many opportunities to relax). The response generally exhibits ease of expression. The areas of unnaturalness (リラックスの機会 would be better expressed as リラックスする機会) are minimal and do not interfere with comprehensibility. Orthography and mechanics are error free. Register and style are consistent and appropriate to the situation. If the overall discourse flowed more easily and contained a wider variety of syntactic structures and richer vocabulary, it would have merited a higher score.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt by stating an opinion (はい、あるのがいいと思います) and justifying it (とても楽しいです). The response is very basic, lacking detail or elaboration. Vocabulary (楽しい) is limited, and syntactic structures (e.g., とても～です) are simple. The expression あるのがいい is awkward and should have been said あった方がいいと思います. No transitional elements or cohesive devices are used to link the first and second utterances, making the overall flow choppy. Register and style are consistent and appropriate for this interpersonal exchange. There are no orthographical or mechanical errors. Kanji from the AP kanji list (思います, 楽しい) is used appropriately, which facilitates readability. The response would have earned a higher score if it exhibited more advanced vocabulary and a greater range of syntactic structures.

Sample: C

Score: 2

This response suggests lack of competence in interpersonal writing. It directly addresses the prompt and provides a relevant but incomplete answer. Although the いいえ and こういうのイベントはいいじゃない convey the student's negative opinion about holding social events at school, the reason such an event should not be held is not provided. The student begins to write とても、よ, but this incomplete utterance is not enough to convey justification. If this sentence had been completed and served to justify the student's opinion, the response would have earned a higher score. In addition, simple vocabulary and limited control of grammatical structures (こういうの、いいじゃない) make the message difficult to comprehend. The いいじゃない contains both a grammatical error (correct negative form of the adjective いい is よくない) and an orthographic error (an unnecessary い is added at the end). The casual register and style may not be appropriate to the situation.

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Interpersonal Writing: Text Chat 6

Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer, including detail. Although only simple syntactic structures are used, language delivery is natural and exhibits ease of expression. Orthography and mechanics are virtually error free. Using the question marker “?” rather than the Japanese period marker “。” at the end of the sentences is acceptable. The register and style are appropriate and consistent within the given context. The response also exhibits excellent use of vocabulary (大会, 行う), with no errors. The cohesive device その他に is used effectively; a comma after その他に might have improved readability. Use of more complex syntactic structures would enhance the quality of the response.

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer. Starting the response with はい is natural in this context. The register and style are appropriate to the situation. Grammatical and lexical errors (ないだったら; ほかの should be ほかに; 見たい should be みたいな) make the expression sound unnatural or strained. However, they do not interfere with comprehensibility. Orthography and mechanics are fine, except 見たい, which would be better written completely in hiragana. Most of the response exhibits appropriate use of language, with sporadic errors that do not significantly affect the message.

Sample: C

Score: 1

This response demonstrates lack of competence in interpersonal writing. It addresses the prompt only marginally by making a statement rather than asking a question about school events. Although there are no significant orthographic, mechanical or lexical errors, limited control of language use is evident. The register is appropriate. The response would have been more appropriate had it said
日本の学校ではイベントをたくさんしますか.