



## **AP<sup>®</sup> Japanese Language and Culture 2011 Scoring Guidelines**

### **The College Board**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid and enrollment. Among its widely recognized programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup>, the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>), SpringBoard<sup>®</sup> and ACCUPLACER<sup>®</sup>. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

© 2011 The College Board. College Board, ACCUPLACER, Advanced Placement Program, AP, AP Central, SAT, SpringBoard and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service is a trademark owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: [www.collegeboard.com/inquiry/cbpermit.html](http://www.collegeboard.com/inquiry/cbpermit.html).

**Visit the College Board on the Web: [www.collegeboard.org](http://www.collegeboard.org).**

**AP Central is the official online home for the AP Program: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).**

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

## 2011 SCORING GUIDELINES

### Interpersonal Writing: Text Chat

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in interpersonal writing	<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>Orthography and mechanics 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> Suggests emerging excellence in interpersonal writing	<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>Infrequent or insignificant errors in orthography and mechanics</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> Demonstrates competence in interpersonal writing	<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>Errors in orthography and mechanics do not interfere with readability</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> Suggests emerging competence in interpersonal writing	<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>Errors in orthography and mechanics may be frequent or interfere with readability</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> Suggests lack of competence in interpersonal writing	<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>Errors in orthography and mechanics frequent or interfere with readability</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> Demonstrates lack of competence in interpersonal writing	<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>Errors in orthography and mechanics very frequent or significantly interfere with readability</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> Contains nothing that earns credit	<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</li> </ul>		

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

## 2011 SCORING GUIDELINES

### Presentational Writing: Compare and Contrast Article

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> <li>Article addresses all aspects of prompt with thoroughness and detail, including expression of preference and reasoning</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>Orthography and mechanics virtually error free</li> <li>Virtually no mistakes in use of kanji according to AP Japanese kanji list</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>
5	<b>VERY GOOD</b> Suggests emerging excellence in presentational writing	<ul style="list-style-type: none"> <li>Article addresses all aspects of prompt, including expression of preference and reasoning</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>Infrequent or insignificant errors in orthography and mechanics</li> <li>Occasional mistakes in use of kanji according to AP Japanese kanji list</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>
4	<b>GOOD</b> Demonstrates competence in presentational writing	<ul style="list-style-type: none"> <li>Article addresses all aspects of prompt, including expression of preference and reasoning, but may lack detail or elaboration</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>Errors in orthography and mechanics do not interfere with readability</li> <li>May include several mistakes in use of kanji according to AP Japanese kanji list</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>
3	<b>ADEQUATE</b> Suggests emerging competence in presentational writing	<ul style="list-style-type: none"> <li>Article addresses topic directly but may not address all aspects of prompt</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>Errors in orthography and mechanics may be frequent or interfere with readability</li> <li>May include frequent mistakes in use of kanji according to AP Japanese kanji list</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>
2	<b>WEAK</b> Suggests lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Article addresses topic only marginally or addresses only some aspects of prompt</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>Errors in orthography and mechanics frequent or interfere with readability</li> <li>Frequent mistakes in use of kanji according to AP Japanese kanji list</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>
1	<b>VERY WEAK</b> Demonstrates lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Article addresses prompt only minimally</li> <li>Lacks organization and coherence</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression constantly interferes with comprehensibility</li> <li>Errors in orthography and mechanics very frequent or significantly interfere with readability</li> <li>Minimal use of kanji according to AP Japanese kanji list</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>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>Not in Japanese</li> <li>Blank</li> </ul>		

**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 GUIDELINES

### Presentational Speaking: Cultural Perspective Presentation

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective</li> <li>• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</li> <li>• Cultural information is accurate and detailed</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> Suggests emerging excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt, including explanation of view or perspective</li> <li>• Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</li> <li>• Minimal errors in cultural information</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> Demonstrates competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration</li> <li>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</li> <li>• Generally correct cultural information with some inaccuracies</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> Suggests emerging competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses topic directly but may not address all aspects of prompt</li> <li>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices</li> <li>• Cultural information may have several inaccuracies</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> Suggests lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses topic only marginally or addresses only some aspects of prompt</li> <li>• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices</li> <li>• Cultural information has frequent or significant inaccuracies</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> Demonstrates lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses prompt only minimally</li> <li>• Lacks organization and coherence</li> <li>• Cultural information almost entirely inaccurate or missing</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> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>• Mere restatement of the prompt</li> <li>• Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>• Not in Japanese</li> <li>• Blank (although recording equipment is functioning) or mere sighs</li> </ul>		