

**AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE**  
**2012 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>		

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## 2012 SCORING COMMENTARY

### Interpersonal Speaking: Conversation 1

Note: Student 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 skills 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 a series of four related utterances in Japanese. Students engaged in a conversation with their friend Yumiko Tanaka about club activities done once a week. They were expected to (a) state their preference between the two club activities (cleaning a park and helping elementary school children with their study), (b) suggest a good day and time for the chosen activity, (c) explain why the suggested day and time are good, and (d) respond to Yumiko's request that at the next club meeting they announce what has just been discussed.

Students had 20 seconds to speak at each turn in the conversation. Each of the four responses received a holistic score on how well it accomplished the assigned task, and all four scores counted equally in calculating the total score.

#### Sample: A

Score: 6

#### Transcript of Student's Response

ん、そうですねえ。まあ、公園の掃除のほうがいいだと思います。どうしてかと言うと、環境をまもるのは、大事だと、思いませんか。そっちのほうがずっといいと思います。

#### Commentary

This response suggests excellence in interpersonal speaking. The student directly addresses the prompt by stating a preference (公園の掃除) and adding elaboration and detail. The flow of expression is smooth, with mostly natural pace. Pronunciation is virtually error free. The register and style are appropriate and consistent. Rich vocabulary and idioms (環境をまもる) enhance the quality of the answer. The single grammatical error (いいだと思います) appears in its correct form (いいと思います) when it is repeated at the end.

#### Sample: B

Score: 4

#### Transcript of Student's Response

あの一、私は一、え一と一、勉強する uh 勉強すること一のほうが uh 公園に一  
行く一こと一より一、好きです。

#### Commentary

This response directly addresses the prompt by expressing a preference (勉強する... ほうが ... 好きです). The pace is somewhat slow and hesitant, but it does not interfere with comprehensibility. Vocabulary and syntactic structures are appropriate, though not error free (勉強することのほうが should be 勉強するほうが). If a reason for the preference had been provided, it would have earned a higher score.

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**Interpersonal Speaking: Conversation 1 (continued)**

**Sample: C**

**Score: 2**

**Transcript of Student's Response**

・ ・ 公園にー ・ ・ 公園にー ・ ・ きれい、きれいに、なるする。

**Commentary**

This response attempts to answer the prompt by directly addressing one (公園) of the two choices provided by the interlocutor. The choice is stated rather bluntly and is an inappropriate reply. Limited control of grammatical and syntactic structure (きれいに、なるする) is evident and interferes with comprehensibility. The short response has frequent repetition and hesitation. The response would have earned a higher score had the preference been more clearly and appropriately articulated. This response suggests a lack of competence in interpersonal speaking.

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## Interpersonal Speaking: Conversation 2

Note: Student 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.

### Sample: A

Score: 5

#### Transcript of Student's Response

わたしは、土曜日の、1じ、に、するほうがいいと思います。なぜ、なら、私は、週末の時に、もっとひまです。

#### Commentary

This response directly addresses the prompt and provides an appropriate answer with elaboration. Vocabulary, grammatical, and syntactic structures are used appropriately. Although the response includes frequent hesitations, they do not significantly distract from the message. If additional elaboration was included and more complex sentence structures were used, the response would have earned a higher score. Overall this response suggests emerging excellence in interpersonal speaking.

### Sample: B

Score: 4

#### Transcript of Student's Response

えー、木曜日と金曜日は、いい、けど、えー、3時、まで、えー、9時までに、えー、9時までがいい、と思います。

#### Commentary

This response directly addresses the prompt and provides an appropriate answer by stating the preferred days and time. The flow of expression and the pace are somewhat strained or unnatural but do not significantly interfere with comprehensibility. Vocabulary and grammatical and syntactic structures are appropriate but basic. The meaning of the simple utterance 9時までがいい is unclear. A more precise response delivered with smoother pace would have earned a higher score. Overall this response demonstrates competence in interpersonal speaking.

### Sample: C

Score: 2

#### Transcript of Student's Response

でえ、め、hhh 月曜日・・・でも一、とても忙しい一。uhh かようび。

#### Commentary

This response contains words (月曜日、かようび) that directly address part of the prompt; however, it does not address the part asking about preferred times. Although the pronunciation is acceptable, the pace is inconsistent and marked by frequent hesitation, which necessitates the listener's constant effort. Limited control of grammatical structures results in fragmented language, which interferes with comprehensibility. Vocabulary is insufficient. A response in well-formed complete sentences would have earned a higher score. Overall this response demonstrates a lack of competence in interpersonal speaking.

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## Interpersonal Speaking: Conversation 3

Note: Student 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.

### Sample: A

Score: 5

#### Transcript of Student's Response

えー、その曜日と時間がいい um が um いいと思います。なぜなら、えー、金曜日は学校が、あ、終わってから、えー、みんなは時間がある、があるし、えー、宿題がないからです。

#### Commentary

This response suggests emerging excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate response by giving two clearly stated reasons (みんなは時間がある; 宿題がない). It uses the beginning part of the prompt (その曜日と時間がいい) but ends the sentence with the student's own expression (と思います). Grammatical and syntactic structures are used mostly appropriately (なぜなら～からです; ～から; ～し; ～と思います), with one error (終わったから should be 終わってから). The pace is generally smooth, with occasional hesitation and rephrasing that does not distract from the message. The response would have earned a higher score had it used a richer vocabulary and been delivered with greater accuracy and fluency.

### Sample: B

Score: 3

#### Transcript of Student's Response

まあまあ、朝に、たくさんの宿題を、ありますから、よりに、じは、とてもうれしいです。

#### Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt and provides a basic answer. The grammatical structure appropriate for giving reasons (～から～です) is used. Inappropriate or inaccurate vocabulary (e.g., より for 夜; じ for 時間; うれしい for いい), incorrect use of particles (宿題を for 宿題が; よりに for 夜の), and inconsistent pace marked by hesitation interfere with comprehensibility. The response would have earned a higher score if the delivery were smoother and language use were more appropriate and accurate.

### Sample: C

Score: 2

#### Transcript of Student's Response

[silence] あー、えと、あー、じかんはいいです。あー、えと、なにをするつもりです。

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**Interpersonal Speaking: Conversation 3 (continued)**

**Commentary**

This response suggests lack of competence in interpersonal speaking. It attempts to address the prompt by talking about the time (じかんはいいです). However, the second part (なにをするつもりですか) does not give a reason for the selected time being good (じかんはいいです); hence the message is incomplete. Frequent hesitation and inconsistent pace necessitate constant listener effort. Vocabulary is insufficient. The response would have earned a higher score if it had addressed the prompt directly, in better formed sentences, and if the delivery were smoother.

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### Interpersonal Speaking: Conversation 4

Note: Student 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.

#### Sample: A

Score: 5

#### Transcript of Student's Response

はい、私は、そのスピーチを、用意して、いつ、すればいいと思いますか。そして、何について、話したほうがいいと思いますか

#### Commentary

This response suggests emerging excellence in interpersonal speaking. The response addresses the prompt thoroughly and appropriately with elaboration and detail. It generally exhibits ease of expression. The pace is smooth and consistent, with occasional hesitation that does not distract from the message. The pronunciation is virtually error free. The register and style are appropriate to the situation. The vocabulary is also appropriate and displays variety (用意). The grammatical and syntactic structures are used appropriately (e.g., すればいい; 話したほうがいい; ~と思います). The meaning of the first sentence would be clearer, however, if the sentence were separated into two, as in 私はそのスピーチを用意します。それはいつすればいいと思いますか. The response would have earned a higher score if it had used richer vocabulary and idioms with further elaboration.

#### Sample: B

Score: 4

#### Transcript of Student's Response

はい、みんなは、クラブのミーティング uh で、話し、ます。uh  
クラブのミーティングで、クラブの uh ことする、を話します。uh

#### Commentary

This response demonstrates competence in interpersonal speaking. The response directly addresses the prompt and provides an appropriate answer. The strained and unnatural flow of expression does not interfere with comprehensibility. The pace is generally consistent, with some unnatural hesitation. Although pronunciation is strained, it is comprehensible and does not necessitate special listener effort. Register and style appropriate to the situation are used consistently. The response contains appropriate but limited vocabulary. Grammatical and syntactic structures are simple but used correctly except for one error (e.g., クラブの... ことする should be クラブですること). The response would have earned a higher score had it been more thorough and used more variety of vocabulary and complex syntactic structures.

#### Sample: C

Score: 2

#### Transcript of Student's Response

uhm ミーティングで uhm 私は、よく uh はなくない . . . .

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## Interpersonal Speaking: Conversation 4 (continued)

### Commentary

This response suggests lack of competence in interpersonal speaking. The response attempts to address the prompt by mentioning ミーティングで and はなしくない (should be はなしたくない). However, its brevity and inaccuracy result in an incomplete response and cause labored expression that interferes with comprehensibility. The response is delivered with frequent hesitation, which necessitates listener effort. It suggests insufficient vocabulary and limited control of grammar and syntax. The response would have earned a higher score if it were completed in better formed sentences and delivered with greater fluency.