

AP[®] JAPANESE LANGUAGE AND CULTURE

2012 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 		

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Text Chat 1

Sample A

私の高校で人気なスポーツは野球とバスケットボールです。なぜならば、たくさんな男子学生と女子学生がそのスポーツが好きです。

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Sample B

はい、どうぞ。
私の高校で人気があるスポーツはテニスもバスケットボールです

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Sample C

こんにちは。私の学校でいろいろなスポーツがあります。矢きゆ

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Text Chat 2

Sample A

夏には、体育の授業で泳ぎます。天気が暑いからです。ほかの季節では、野球やサッカーなどいろいろなスポーツをします。

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Sample B

たくさん運動したり歩き足りスポーツしたりする。

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Sample C

バイスバルー、 ラcロス、

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Text Chat 3

Sample A

私は日本語の授業の方がもっと好きです。なぜならば日本語は将来のためにやくたちます。日本語の授業で日本語を聞くの話すの機会があります。私は国際関係の仕事をしたいからその授業は便利です。

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Sample B

私は日本語の授業のほうが好きです。なぜなら、日本語の授業ではもっとなります。そして、いつも楽しい会話をして。友達と日本語を日本語と一緒に勉強します。

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Sample C

日本語の。そのほうが手のしくって私はじょうず

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Text Chat 4

Sample A

日本には、野球とかサッカーが大人気だと思います。日本の高校生には「甲子園」があると知っていますので、すごいと思います。

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Sample B

日本人はやっきゅが人気があるでしょう。そして日本人はやっきゅが上手そうです。

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Sample C

にほんスポーツはかこいですね。

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Text Chat 5

Sample A

はい、とても大切だと思います。スポーツをする時、運動できますから、お大事だと思います。そして、友達と一緒にスポーツができると、新しい友達に作れます。

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Sample B

大切と思うよ。体のためにして太ってにならないし友達がよくなっていると思う。

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Sample C

いいえ、大__だと思いません。つま

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Text Chat 6

Sample A

はい、あります。日本のスポーツは、テレビでよく見ることができますか。そして、有名なすもはどれですか。私はすもを見たことはありませんので、

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Sample B

日本で何スポーツが一番人気があるですか どうしてですか

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Sample C

あのを、日本の体育でソッカアをあそびま s

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Interpersonal Writing: Text Chat 1

Note: Student samples are quoted verbatim and may contain grammatical errors.

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 Taro Yamamoto, a student in Japan. The prompt comprised a statement in English identifying an interlocutor and conversation topic, and a series of six brief messages to which the student responded. Students were asked to (a) describe sports that are popular at their school, (b) talk about what they do in their physical education classes by providing more than one example, (c) state their preference between physical education or Japanese class, (d) talk about what sports they think are popular in Japan, (e) give their opinion about whether playing sports is important and explain why, and (f) ask a question about physical education and sports in Japan.

Each message consisted of a chat entry in Japanese and a brief direction in English that provided guidance on what was expected in the response. Students had 90 seconds to read the message and respond at each turn in the exchange. Each of the six responses received a holistic score on how well it accomplished the assigned task, and all six scores counted equally in calculating the total score.

Sample: A Score: 5

This response suggests emerging excellence in interpersonal writing and directly addresses the prompt, providing a thorough and appropriate answer. The response also provides elaboration in the form of evidence or a reason for the popularity of baseball and basketball. The response has an error in a complex structure (なぜならば、... 好きです should be なぜならば、... 好きだからです) that does not interfere with comprehensibility but results in the lack of natural and easy flow of expression. The use of *たくさん* before *男子学生と女子学生* is acceptable but less common than *たくさん*の. The demonstrative *その* is used effectively in the second sentence to refer to the sport mentioned in the preceding sentence. More elaboration and detail and greater variety in the use of vocabulary would have earned this response a higher score.

Sample: B Score: 3

This response suggests emerging competence in interpersonal writing. The main body of the response directly addresses the prompt and provides a basic but appropriate answer. It indicates specific sports that are the most popular but fails to provide any description. However, the first part of the response (*はい、どうぞ。*) is not an appropriate response to the prompt. There are errors in orthography that interfere with readability (*スポーツわは* duplicates the topic particle *は*, with the first *わ* in hiragana being an error). There is also an error in grammatical structure (*テニスもバスケットボールです*, in which *も* is not appropriate for this sentence structure), which may hinder comprehensibility. Overall, however, use of basic grammatical structures is sound. Addition of some description, with use of some varied vocabulary, would have earned this response a higher score.

Sample: C Score: 2

This response suggests lack of competence in interpersonal writing. It directly addresses the prompt by mentioning the existence of various sports at the school, but it is incomplete because it does not state

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Interpersonal Writing: Text Chat 1 (continued)

which sport is the most popular. There is one error in orthography (スポツ should be スポーツ), but this does not impede readability. There is a second error in orthography, however, that does impede readability or comprehensibility (矢きゆ should be 野球). Such errors in close succession contribute to the impression of lack of competence. If this response had included specific mention of the most popular sport, along with some description of it, it would have earned a higher score.

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Interpersonal Writing: Text Chat 2

Note: Student samples are quoted verbatim and may contain grammatical errors.

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt by listing activities and provides a reason for the summer activity. The response generally exhibits ease of expression. Orthography and mechanics are error free. Register and style are consistent and appropriate to the situation. The expression 天気が暑いです is awkward but minimally so and does not interfere with comprehensibility. The use of the particle は to compare summer and other seasons is very good and creates natural flow. The error with particle で after 季節, which should be に, does not hinder comprehensibility. If the response 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 and provides a very basic but appropriate answer using an appropriate register and style. The conjugation and orthographic errors (歩き足り should be 歩いたり) interfere with readability, although they do not significantly impede comprehensibility as the correct kanji for “walk” is used (歩). The response is limited to basic vocabulary, such as たくさん, 運動, and スポーツ, and the simple syntactic structure ～たり～たり～する. The response would have earned a higher score if it used a greater variety of vocabulary.

Sample: C

Score: 1

This response addresses the prompt minimally by simply listing two words related to sports. Orthographic errors in the two words lead to labored expression and interfere with readability and comprehensibility. The listing of words indicates limited control of grammatical and syntactic structures and contributes to the appearance of fragmented language.

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Interpersonal Writing: Text Chat 3

Note: Student samples are quoted verbatim and may contain grammatical errors.

Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate answer. It includes detail and elaboration, such as 将来のためにやくだちます and 国際関係の仕事をしたいから. Although 国際関係の仕事をしたいからその授業は便利です is somewhat unnatural, the delivery is generally easily flowing, using なぜならば~やくだちます. The orthography and mechanics are almost error free (やくだちます should be やくだちます or やくにたちます). Also, the addition of a comma after なぜならば and したいから could enhance readability. The response uses consistent register and style appropriate to the situation. The vocabulary is rich (e.g., 将来; 国際関係) and there is excellent grammar and syntax, with minimal errors (e.g., なぜならば ... たちます should be なぜならば ... たつからです; 聞くの話すの機会 could be better expressed as 聞いたり話したりする機会).

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. Although なぜなら、日本語の授業では もっとならいませ is an unnatural expression, it does not interfere with comprehensibility. An error in mechanics (in いつも楽しい会話をして。 the period should be a comma) and the repeated use of the same words (日本語を日本語を) interfere with readability. Register and style are consistent and appropriate to the situation. The vocabulary and expressions are appropriate but limited. Use of richer vocabulary and more detail or elaboration would have earned a higher score.

Sample: C

Score: 2

This response suggests lack of competence in interpersonal writing. It directly addresses the prompt but provides an incomplete answer. Grammatical (そのほう; くって of 手のしくって) and orthographic (手のしく of 手のしくって) errors interfere with readability. It is unclear why 日本語の is stated in the beginning. Insufficient vocabulary and limited control of grammar result in fragmented language and create labored expression as a whole.

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Interpersonal Writing: Text Chat 4

Note: Student samples are quoted verbatim and may contain grammatical errors.

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt appropriately and includes elaboration and details (日本の高校生には「甲子園」がある). It generally exhibits ease of expression with consistent use of appropriate register and style, although the delivery is somewhat strained (日本の高校生には「甲子園」があると知っています). The response includes a variety of vocabulary (大人気, 甲子園, 高校生, すごい) with no errors. Appropriate and accurate use of kanji enhances readability. There are no mechanical errors. If the response flowed more easily and naturally (e.g. by changing 日本には of the first sentence to 日本では and あると知っています of the second sentence to あるそうです or あると聞いています) with more details, it would have earned a higher score.

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer. Although ~でしょう and ~そうです (grammatical phrases indicating one's conjecture) are used appropriately, 日本人は in the first sentence is incorrect and creates an unnatural flow; it should be 日本人には or 日本では. The orthographic errors with やつきゅ do not interfere with comprehensibility or readability in this situation. The response is limited to simple structures and basic vocabulary (やつきゅ; 上手). If it contained richer vocabulary and more elaboration or detail using complex grammatical structures, it would have earned a higher score.

Sample: C

Score: 1

This response demonstrates lack of competence in interpersonal writing. It addresses the prompt only marginally by providing the relevant word にほんスポーツ without giving examples. Labored expression interferes with comprehensibility (かこい). Insufficient competence in language use is evident (e.g., limited vocabulary, orthographic errors, nonuse of basic kanji, rudimentary sentence structure, omission of a particle between にほん and スポーツ). The response would have earned a higher score if it had more vocabulary, such as the specific names of sports and better control of grammatical and syntactic structures.

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Interpersonal Writing: Text Chat 5

Note: Student samples are quoted verbatim and may contain grammatical errors.

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt by providing an opinion and justification with elaboration and detail. It progresses naturally from stating the opinion, then giving an initial reason, followed by an additional reason. The response generally exhibits ease of expression and contains no orthographic or mechanical errors. The excellent use of kanji and katakana enhances readability. The emerging excellence in language use suggested in this response is shown in the correct use of ... と思います, ... 時, and ... と... れます(potential form). There are errors such as お大事だ and 友達に作れます, but they do not significantly interfere with comprehensibility. Although there is a redundant use of 友達 in one sentence, the response uses a variety of vocabulary (e.g., 運動, 一緒に) appropriately. Correction of the errors and further elaboration and detail would have earned this response a higher score.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. The basic but appropriate response addresses both the first and second parts of the prompt. Although the prompt is given in formal です・ます style, the use of plain style in this response is permissible. The unnatural and strained expressions 体のためにして, 太ってにならない, and 友達がよくなっている interfere with comprehensibility. Comprehensibility is also affected by the lack of cohesion between or explanation of the three separate ideas of engaging in sports for healthiness 体のために, avoiding weight gain 太ってにならない, and friendship 友達がよくなっている. The response contains no orthographic or mechanical errors. The response suggests emerging competence in syntax (と思う, よくなっている) and grammar (proper use of the sentence-final particle よ). The response would have earned a higher score if it had demonstrated more skill in handling complex syntactic structures.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. It addresses the prompt but only partially, providing an opinion but not a reason and is therefore an incomplete answer. Although the first sentence is written with a proper syntactic structure, the word that conveys its essential meaning (大__) is incomplete. The response shows insufficient vocabulary and limited control of language use. Had the response displayed a better range of vocabulary and syntactic structures, it would have earned a higher score.

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Interpersonal Writing: Text Chat 6

Note: Student samples are quoted verbatim and may contain grammatical errors.

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer that includes some elaboration. Although it is unnatural to begin by stating はい、あります in response to what the prompt asks (質問してください), the response as a whole exhibits ease of expression. Smooth transitions from one sentence to the next create overall coherence. There is no orthographic or mechanical error, with the exception of the lack of う for すもう; the comma at the end of the last sentence is presumed to mean that the sentence is not completed due to time constraints (for which the student is not penalized). The use of register and style is consistent and appropriate. There are no grammatical or syntactic errors. The vocabulary is used appropriately and accurately, except すも, which should be すもうとり. If this word was written accurately, the response would have earned a higher score.

Sample: B

Score: 4

This response directly addresses the prompt, provides an appropriate answer by giving two related questions, and demonstrates competence in interpersonal writing. As the two questions are related, the addition of a cohesive device before the second question (e.g., それは of それはどうしてですか) would make the expression flow much more naturally. There are no orthographic errors, but the lack of a period after each of the two question sentences is a mechanics error, even though it does not greatly interfere with readability. There are a few grammatical errors (何スポーツは for どんなスポーツが, and あるですか for ありますか) but they do not interfere with comprehensibility. The vocabulary is limited but appropriate. Some elaboration or detail would have earned a higher score.

Sample: C

Score: 2

This response directly addresses the prompt and provides an appropriate but incomplete answer, suggesting lack of competence in interpersonal writing. The response shows limited control of language use in the orthographic error (ソッカア), the omission of the word 授業 in 日本の体育の授業, and the incorrect vocabulary choice (あそぶ). These errors interfere with comprehensibility. The response would have earned a higher score if the sentence had ended in a question, despite limited control of language use.