### Interpersonal Speaking: Conversation

<table>
<thead>
<tr>
<th>Score</th>
<th>Level Description</th>
<th>Task Completion</th>
<th>Delivery</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>EXCELLENT</td>
<td>Demonstrates excellence in interpersonal speaking</td>
<td>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</td>
<td>Natural, easily flowing expression</td>
</tr>
<tr>
<td>5</td>
<td>VERY GOOD</td>
<td>Suggests emerging excellence in interpersonal speaking</td>
<td>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</td>
<td>Generally exhibits ease of expression</td>
</tr>
<tr>
<td>4</td>
<td>GOOD</td>
<td>Demonstrates competence in interpersonal speaking</td>
<td>Directly addresses prompt and provides an appropriate response</td>
<td>Strained or unnatural flow of expression does not interfere with comprehensibility</td>
</tr>
<tr>
<td>3</td>
<td>ADEQUATE</td>
<td>Suggests emerging competence in interpersonal speaking</td>
<td>Directly addresses prompt and provides a basic but appropriate answer</td>
<td>Strained or unnatural flow of expression sometimes interferes with comprehensibility</td>
</tr>
<tr>
<td>2</td>
<td>WEAK</td>
<td>Suggests lack of competence in interpersonal speaking</td>
<td>Directly addresses prompt and provides an appropriate but incomplete answer</td>
<td>Labored expression frequently interferes with comprehensibility</td>
</tr>
<tr>
<td>1</td>
<td>VERY WEAK</td>
<td>Demonstrates lack of competence in interpersonal speaking</td>
<td>Addresses prompt minimally or marginally</td>
<td>Labored expression constantly interferes with comprehensibility</td>
</tr>
<tr>
<td>0</td>
<td>UNACCEPTABLE</td>
<td>Contains nothing that earns credit</td>
<td>Mere restatement of the prompt</td>
<td>Clearly does not respond to the prompt</td>
</tr>
</tbody>
</table>

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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 in English identifying an
interlocutor and conversation topic, and a series of four related utterances in Japanese. Students
engaged in a conversation with Yumiko Tanaka, a Japanese student, about working. Students were
expected to (a) respond to Yumiko’s opening statement, (b) give some examples of part-time work their
classmates do, (c) state their opinion about whether high school students should or should not work, and
(d) offer advice to those wanting to work part-time.

Students had 20 seconds to speak at each turn in the conversation. Each of the four responses received a
holistic score based 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
どうぞよろしくお願いします。[name of candidate] と申します。あの、私は [name of school]
の高校三年生ですから、あまり時間がありません。でも、私はアルバイトのことに、あの、興味があ
りますから。

Commentary
This response directly addresses the prompt by stating (どうぞよろしくお願いします;
アルバイトのことに ... 興味がありますから) and provides a thorough and appropriate response,
including elaboration and detail (... 高校三年生ですから、あまり時間がありません). The flow of
expression and pacing are natural. Pronunciation is virtually error free. The register and style are
appropriate, including keigo (申します). Rich vocabulary (興味) enhances the quality of the answer. The
response correctly uses complex sentences with cohesive devices and appropriate conjunctions
(ですから; でも). This response suggests excellence in interpersonal speaking.

Sample: B
Score: 4

Transcript of Student's Response
はじめまして。私は[name of candidate]です。うっ
私は、今、アメリカの高校 4 年生です。アルバイト、が、ありません。よろしくお願いします。

Commentary
This response directly addresses the prompt and provides an appropriate answer by stating
(よろしくお願いします; アルバイトがありません). The response flows smoothly and the pace is
generally consistent. An error in pronunciation (ここう) does not necessitate special listener effort. The
use of register and style are appropriate to the situation. The response contains limited but appropriate
vocabulary. More detail or elaboration, complex structures, and a variety of vocabulary would have earned
this response a higher score.
Sample: C
Score: 2

Transcript of Student's Response
はい、えっと、えっと、アルバイトを、を、とても、すみません。アルバイトはとてもすごいです。

Commentary
The response attempts to address the prompt (アルバイト) but produces an incomprehensible answer (アルバイトはとてもすごいです). The student responds to the greeting minimally (はい). The labored expression with frequent hesitation (えっと、えっと) and repetition (アルバイトを; アルバイトは) interferes with comprehensibility and necessitates constant listener effort. This response suggests lack of competence in interpersonal speaking.
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: 6

Transcript of Student’s Response
あの、実は高校生は本当にいろんなアルバイトが、sh、すると思いますけど、たくさんの生徒は、あの、マクドナルドとか、こういうみたいなファーストフードのレストランで働いているらしいです。とくには、あの、ベビーシッターとか、あの、いろんな仕事がありますssssよ。

Commentary
The response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail. It has a natural flow of expression. Pronunciation is clear and virtually error-free. The register and style used is consistent and appropriate to the situation. It has a range of appropriate vocabulary and uses excellent grammar and syntax with a minimal particle error in アルバイトが、sh、する。

Sample: B
Score: 4

Transcript of Student’s Response
えーと、たくさん uh 学生はuh スーパーに uh、uh アルバイトがあります。でも私は uh 水泳のクラブに uh アルバイトがあります、はい。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate answer but lacks elaboration or detail. It has a generally consistent pace with unnatural and frequent hesitation. However, the expression itself flows naturally. There are no pronunciation errors that necessitate special listener effort. The response consistently uses the register and style appropriate to the situation. The vocabulary is appropriate but limited to basic words (水泳). The grammar and syntax are also appropriate and error-free. A greater variety of vocabulary and grammatical structures would have earned this response a higher score.

Sample: C
Score: 2

Transcript of Student’s Response
私は、ウォーマt、の、アルバイトを、を [long pause]

Commentary
This response suggests a lack of competence in interpersonal speaking. It addresses the prompt and provides an appropriate but incomplete answer. Limited control of grammatical and syntactic structures and insufficient vocabulary prevent the speaker from finishing the utterance and earning a higher score. The unclear pronunciation of the word “Walmart” (ウォーマt) and frequent hesitation necessitate listener effort and result in fragmented language.
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: 6

Transcript of Student’s Response
私の考えとしては、高校生はアルバイトをしてない方がいいと思います。何故なら、高校生は勉強をする時間が必要だから、アルバイトをしてると、あまり勉強する時間がなくなるので、あっしてない方がいいと思います

Commentary
This response suggests excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate answer with elaboration (高校生は勉強する時間が必要；アルバイトをしてるとあまり勉強をする時間がなくなる). The flow of expression and the pacing are natural and pronunciation is virtually error-free. The appropriate register and style are used consistently. The response has a range of appropriate vocabulary and shows excellent use of grammar and syntax, with no errors. The dropping of い of している and していない as observed in the response is common and natural in oral conversations.

Sample: B
Score: 4

Transcript of Student’s Response
あの、アルバイトのほう、あ、するの方がいいです。何故なら、あの、よく、 uh けい uh 経験、アルバイト、経験、uh 働く、働くの経験、uh する、のはいいと思います。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides a basic but appropriate answer. The strained or unnatural flow of expression does not interfere with comprehensibility. The pace is generally consistent with some unnatural hesitation and repetition. The register and style are appropriate and consistent. The vocabulary is appropriate but limited. The use of grammatical and syntactic structures is generally appropriate, but with some errors (するの方が;働くの経験). A greater variety of vocabulary and more controlled usage of grammar and syntax would have earned this response a higher score.

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Sample: C  
Score: 2  

Transcript of Student's Response  
ahhh えっと、アルバイトが、ahh し、したほうが良いです。um、何を、何をしますかぁ

Commentary  
This response suggests a lack of competence in interpersonal speaking. It attempts to address the prompt but produces an incomprehensible utterance. The labored expression with frequent hesitation and mispronunciation (ほうしい) interferes with comprehensibility and necessitates constant listener effort. The vocabulary is insufficient and the limited control of grammatical and syntactic structures results in fragmented language. A clear and direct response to the prompt would have earned this response a higher score.
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: 6

Transcript of Student’s Response
アルバイトをしたいなら、ahh レストランではしないで、なんかもっと、ahh
しゅくだいをー、できーる、ah
アルバイト、アルバイト場所ではたらいてください。そして、なんか、umm
学校に行くなら、短い時間で働いてください。

Commentary
This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt by offering more than one piece of advice and including elaboration and detail. The flow of expression is smooth with natural pace with minimal hesitation. The appropriate register and style are used consistently. Using the word なんか, a less formal version of なにか, is acceptable in this situation. A variety of appropriate vocabulary is used and excellent use of grammar and syntax is exhibited.

Sample: B
Score: 4

Transcript of Student’s Response
あの、学校を、uh、学校で、勉強つづけ、つける時に、アルバイト、と一緒に、uh
アルバイトを、uh、s- し、する人は、あの、いいバランスを、uh、し、する方がいいと思います。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and is appropriate. The flow of expression is strained because of unnatural hesitation and repetition. Otherwise, the pace is generally consistent. The error in the pronunciation (勉強つづけ、つける) disrupts the flow but does not interfere with comprehensibility, nor does it necessitate special listener effort. The style is appropriate to the situation. The vocabulary is mostly appropriate but limited; there are some issues with collocation (アルバイト、と一緒に、いいバランスを、uh、し、する). The use of grammatical and syntactic structures is mostly appropriate. The response would be stronger with more elaboration or detail, as well as a more appropriate and accurate use of vocabulary and grammatical structures.
Sample: C
Score: 2

Transcript of Student's Response
uhh アルバイトー、のー、ほしい人は、umn, um、仕事に、行くの、行く、の ・・ ていねい

Commentary
This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate but incomplete answer. The labored expression, frequent hesitation, and repetition interfere with comprehensibility and necessitate constant listener effort. Insufficient vocabulary and limited control of grammar are evident. This response could have earned a higher score had it been expressed in a complete and proper statement.