## Interpersonal Writing: Text Chat

<table>
<thead>
<tr>
<th>TASK COMPLETION</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
</tr>
</thead>
</table>
| **EXCELLENT**  | • Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail | • Natural, easily flowing expression  
• Orthography and mechanics virtually error free  
• Consistent use of register and style appropriate to situation | • Rich vocabulary and idioms  
• Excellent use of grammar and syntax, with minimal or no errors |
| **VERY GOOD**   | • Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail | • 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 | • Variety of vocabulary and idioms, with sporadic errors  
• Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures |
| **GOOD**        | • Directly addresses prompt and provides an appropriate response | • Strained or unnatural flow of expression does not interfere with comprehensibility  
• Errors in orthography and mechanics may be frequent or interfere with readability  
• May include several lapses in otherwise consistent use of register and style appropriate to situation | • 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 |
| **ADEQUATE**    | • Directly addresses prompt and provides a basic but appropriate answer | • Strained or unnatural flow of expression sometimes interferes with comprehensibility  
• Errors in orthography and mechanics do not interfere with readability  
• Use of register and style appropriate to situation is inconsistent or includes many errors | • Some inappropriate vocabulary and idioms interfere with comprehensibility  
• Errors in grammatical and syntactic structures sometimes interfere with comprehensibility |
| **WEAK**        | • Directly addresses prompt and provides an appropriate but incomplete answer | • 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 | • Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility  
• Errors in grammatical and syntactic structures frequently interfere with comprehensibility or results in fragmented language |
| **VERY WEAK**   | • Addresses prompt minimally or marginally | • 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 | • 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 |
| **UNACCEPTABLE**| • 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 | Contains nothing that earns credit | © 2013 The College Board  
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### TASK COMPLETION

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptive Term</th>
<th>Article</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>EXCELLENT</td>
<td>Article addresses all aspects of prompt, with thoroughness and detail, including expression of preference and reasoning; Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</td>
<td>Natural, easily flowing expression</td>
<td>Rich vocabulary and idioms</td>
</tr>
<tr>
<td>5</td>
<td>VERY GOOD</td>
<td>Article addresses all aspects of prompt, including expression of preference and reasoning; Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</td>
<td>Generally exhibits ease of expression</td>
<td>Variety of vocabulary and idioms, with sporadic errors</td>
</tr>
<tr>
<td>4</td>
<td>GOOD</td>
<td>Article addresses all aspects of prompt, including expression of preference and reasoning; Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</td>
<td>Strained or unnatural flow of expression does not interfere with comprehensibility</td>
<td>Appropriate but limited vocabulary and idioms</td>
</tr>
<tr>
<td>3</td>
<td>ADEQUATE</td>
<td>Article addresses topic directly but may not address all aspects of prompt; Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices</td>
<td>Strained or unnatural flow of expression sometimes interferes with comprehensibility</td>
<td>Some inappropriate vocabulary and idioms, with sporadic errors</td>
</tr>
<tr>
<td>2</td>
<td>WEAK</td>
<td>Article addresses topic only marginally or addresses only some aspects of prompt; Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices</td>
<td>Labored expression frequently interferes with comprehensibility</td>
<td>Insufficient, inappropriate vocabulary and idioms, with sporadic errors, frequently interfere with comprehensibility</td>
</tr>
<tr>
<td>1</td>
<td>VERY WEAK</td>
<td>Article addresses prompt only minimally</td>
<td>Labored expression constantly interferes with comprehensibility</td>
<td>Insufficient, inappropriate vocabulary and idioms, with sporadic errors, constantly interfere with comprehensibility</td>
</tr>
<tr>
<td>0</td>
<td>UNACCEPTABLE</td>
<td>Mere restatement of the prompt</td>
<td>Labored expression constantly interferes with comprehensibility</td>
<td>Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language</td>
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<tr>
<td></td>
<td></td>
<td>Clearly does not respond to the prompt; completely irrelevant to the topic</td>
<td>Labored expression constantly interferes with comprehensibility</td>
<td>Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language</td>
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### 2013 SCORING GUIDELINES

**AP® JAPANESE LANGUAGE AND CULTURE**

**Presentational Writing: Compare and Contrast Article**
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| **6 EXCELLENT** | • Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail | • Natural, easily flowing expression  
• Natural pace with minimal hesitation or repetition  
• Pronunciation virtually error free  
• Consistent use of register and style appropriate to situation  
• Rich vocabulary and idioms  
• Excellent use of grammar and syntax, with minimal or no errors |
| **5 VERY GOOD** | • Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail  
• Generally exhibits ease of expression  
• Smooth pace with occasional hesitation or repetition, which does not distract from the message  
• Infrequent or insignificant errors in pronunciation  
• Consistent use of register and style appropriate to situation except for occasional lapses  
• Variety of vocabulary and idioms, with sporadic errors  
• Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures |
| **4 GOOD** | • Directly addresses prompt and provides an appropriate response  
• Strained or unnatural flow of expression does not interfere with comprehensibility  
• Generally consistent pace with some unnatural hesitation or repetition  
• Errors in pronunciation do not necessitate special listener effort  
• May include several lapses in otherwise consistent use of register and style appropriate to situation  
• 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** | • Directly addresses prompt and provides a basic but appropriate answer  
• Strained or unnatural flow of expression sometimes interferes with comprehensibility  
• Inconsistent pace marked by some hesitation or repetition  
• Errors in pronunciation sometimes necessitate special listener effort  
• Use of register and style appropriate to situation is inconsistent or includes many errors  
• Some inappropriate vocabulary and idioms interfere with comprehensibility  
• Errors in grammatical and syntactic structures sometimes interfere with comprehensibility |
| **2 WEAK** | • Directly addresses prompt and provides an appropriate but incomplete answer  
• Labored expression frequently interferes with comprehensibility  
• Frequent hesitation or repetition  
• Frequent errors in pronunciation necessitate constant listener effort  
• Frequent use of register and style inappropriate to situation  
• 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** | • Addresses prompt minimally or marginally  
• Labored expression constantly interferes with comprehensibility  
• Constant hesitation or repetition  
• Frequent errors in pronunciation necessitate intense listener effort  
• Constant use of register and style inappropriate to situation  
• 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** | • 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 (although recording equipment is functioning) or mere sighs |
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| **EXCELLENT** Demonstrates excellence in presentational speaking and cultural knowledge | • Presentation addresses all aspects of prompt, including explanation of view or perspective  
• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices  
• Cultural information is accurate and detailed | • Natural, easily flowing expression  
• Natural pace with minimal hesitation or repetition  
• Pronunciation virtually error free  
• Consistent use of register and style appropriate to situation | • Rich vocabulary and idioms  
• Variety of appropriate grammatical and syntactic structures, with minimal or no errors |
| **VERY GOOD** Suggests emerging excellence in presentational speaking and cultural knowledge | • Presentation addresses all aspects of prompt, including explanation of view or perspective  
• Well organized and coherent, with a clear progression of ideas that is generally clear; some use of transitional elements and cohesive devices  
• Cultural information is accurate and detailed | • Generally exhibits ease of expression  
• Smooth pace with occasional hesitation or repetition, which does not distract from the message  
• Infrequent or insignificant errors in pronunciation  
• Consistent use of register and style appropriate to situation except for occasional lapses | • Variety of vocabulary and idioms, with sporadic errors  
• Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures |
| **GOOD** Demonstrates competence in presentational speaking and cultural knowledge | • Presentation addresses almost all aspects of prompt, including explanation of view or perspective  
• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent  
• Generally correct cultural information with some inaccuracies | • Strained or unnatural flow of expression does not interfere with comprehensibility  
• Generally consistent pace with some unnatural hesitation or repetition  
• Errors in pronunciation do not necessitate special listener effort  
• May include several lapses in otherwise consistent use of register and style appropriate to situation | • 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 |
| **ADEQUATE** Suggests emerging competence in presentational speaking and cultural knowledge | • Presentation addresses topic directly but may lack detail or elaboration  
• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent  
• Generally correct cultural information with some inaccuracies  
• Presentation may have several inaccuracies | • Strained or unnatural flow of expression sometimes interferes with comprehensibility  
• Inconsistent pace marked by some hesitation or repetition  
• Errors in pronunciation sometimes necessitate special listener effort  
• Use of register and style appropriate to situation in inconsistent or includes many errors | • Some inappropriate vocabulary and idioms interfere with comprehensibility  
• Errors in grammatical and syntactic structures sometimes interfere with comprehensibility |
| **WEAK** Suggests lack of competence in presentational speaking and cultural knowledge | • Presentation addresses topic only marginally or addresses only some aspects of prompt  
• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices  
• Cultural information may have several inaccuracies  
• Presentation may have several inaccuracies | • Labored expression frequently interferes with comprehensibility  
• Frequent hesitation or repetition  
• Frequent errors in pronunciation necessitate constant listener effort  
• Frequent use of register and style inappropriate to situation | • Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility  
• Limited control of grammatical and syntactic structures frequently interfere with comprehensibility or results in fragmented language |
| **VERY WEAK** Demonstrates lack of competence in presentational speaking and cultural knowledge | • Presentation addresses prompt only minimally  
• Lack of organization and coherence  
• Cultural information almost entirely inaccurate or missing | • Labored expression constantly interferes with comprehensibility  
• Constant hesitation or repetition  
• Frequent errors in pronunciation necessitate intense listener effort  
• Constant use of register and style inappropriate to situation | • Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility  
• Limited control of grammatical and syntactic structures significantly interfere with comprehensibility or results in very fragmented language |
| **UNACCEPTABLE** Contains nothing that earns credit | • Mere restatement of the prompt  
• Clearly does not respond to the prompt; completely irrelevant to the topic  
• Not in Japanese  
• Blank (although recording equipment is functioning) or mere sighs | | |

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