

AP[®] JAPANESE LANGUAGE AND CULTURE

2014 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<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 Natural pace with minimal hesitation or repetition Pronunciation 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 speaking	<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 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 	<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 speaking	<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 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 	<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 speaking	<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 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 	<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 speaking	<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 Frequent hesitation or repetition Frequent errors in pronunciation necessitate constant listener effort 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 speaking	<ul style="list-style-type: none"> Addresses prompt minimally or marginally 	<ul style="list-style-type: none"> 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 	<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 (although recording equipment is functioning) or mere sighs 		

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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 in English identifying an interlocutor and conversation topic, and a series of four related utterances in Japanese. Students engaged in a conversation with Aki Yamashita, a study abroad program assistant who is meeting the student at the airport, about plans for the day. Students were expected to (a) respond to Ms. Yamashita's greeting, (b) state their preference between the lunch options of hamburger and Japanese box lunch, (c) tell what they want to do in the afternoon, and (d) explain how they are studying Japanese.

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 Response

ああ、ありがとうございます。はじめまして。私は[name]です。アメリカのモントレイという市いから来ました。えっと、韓国人です。日本は家族と、い、来たことがあるけど、自分で来たことははじめです。ああ、よろしくお願ひしまあす。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response, including biographical information (アメリカのモントレイという市から来ました。えっと、韓国人です) and previous travel experience (日本は家族と、い、来たことがあるけど、自分で来たことははじめです). The expression is natural and easy-flowing and the pace is natural with minimal hesitation. The minor error in 自分で来たことははじめです does not interfere with comprehensibility.

Sample: B

Score: 4

Transcript of Student Response

はじめまして。私は[name]です。よろしくお願ひします。それに、わた、これは私の、初めてに、日本に行きました。よろしく。

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Interpersonal Speaking: Conversation 1 (continued)

Commentary

This response demonstrates competence in interpersonal communication. It directly and appropriately addresses the prompt including both an introduction and greeting expected in this situation (はじめまして。私は[name]です。よろしく申し上げます)。It contains some unnatural flow of expression and grammatical errors (それに、はじめてに、日本に行きました) which do not interfere with comprehensibility. The use of register is consistent and appropriate to the situation, and the pronunciation is error free. The response includes nonformulaic expressions as elaboration and detail (これは私の初めてに、日本に行きました)。It would have earned a higher score if it included a greater variety of vocabulary and included more elaboration and detail.

Sample: C

Score: 2

Transcript of Student Response

はじめまして、わ、uh、uh [name]さんは、お名前は[name]さんです。uh program assistant uh は、とてえも、面白いです。

Commentary

This response suggests lack of competence in interpersonal speaking. It begins with a greeting appropriate to the situation (はじめましては) that contains an error, demonstrating limited control of grammatical and syntactic structures. The following sentence is an attempted introduction, but it includes honorifics attached to the respondent's own name ([名前]さんは、お名前は[名前]さんです), and thus is an inappropriate use. It includes frequent hesitation with English hesitation sounds (e.g., uh). The final utterance (program assistant はとてえも、面白いです) demonstrates insufficient vocabulary and limited control of grammatical and syntactic structures. The response as a whole requires constant listener effort. It would have received a higher score if the response had contained a more appropriate introduction and response.

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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: 6

Transcript of Student Response

はい。えー、どちらでもいいです。え、私はハンバーガーも え、日本のお弁当も食べられます。でも私は、ほん、えー、実は、日本のお弁当のほうが、ハンバーガーより好きです。日本の食べ物を経験したい、です。

Commentary

This response suggests excellence in interpersonal speaking. It directly addresses the prompt (どちらでもいいです) and provides a very thorough and appropriate response including elaboration and details (実は、日本のお弁当のほうが、ハンバーガーより好きです。日本の食べ物を経験したい). The flow of expression and the pacing are natural with minimal hesitation (えー), and the pronunciation is virtually error-free. Appropriate register and style are used consistently. The response has rich vocabulary (実は; 経験) and a range of appropriate vocabulary. It shows excellent use of grammar and syntax, with no errors.

Sample: B

Score: 4

Transcript of Student Response

日本のお弁当は、ほし、もっといいと思います。あーなぜなら、私は、もうたくさんハンバーガーとそういうものを食べまして、ま、ましてるから、ありがとう。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (日本のお弁当) with reason (もうたくさんハンバーガーとそういうものを食べまして、ま、ましてるから). The pace is generally consistent with minimal hesitation and pauses. The expression flows naturally, and the pronunciation is clear. The register and style are appropriate and consistent. The vocabulary, grammar, and syntax are appropriate, but with one error in a complex sentence. This response could have earned a higher score had it included more elaboration or detail and used a greater variety of vocabulary and grammar.

Sample: C

Score: 2

Transcript of Student Response

um, ハンバーガーとお弁当は、いいですが、hmm, uh, ハンバーガーとお弁当が、hmm, があ、hmm, ハンバーガーより、no, no, no, ハンバーガーとお弁当, awww

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Interpersonal Speaking: Conversation 2 (continued)

Commentary

This response suggests lack of competence in interpersonal speaking. This response directly addresses the prompt and provides an appropriate but incomplete answer. At the onset, it attempts to address the prompt mentioning the two items suggested (ハンバーガーとお弁当は、いいですが), but what follows is incomplete. Labored expression constantly interferes with comprehensibility. There are constant hesitations and repetitions. The vocabulary is insufficient and lacks control of grammatical structures. If the response had been fully expressed in a comprehensible manner, it would have earned a higher score.

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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: 6

Transcript of Student Response

あ、私は、あ、有名な観光名所へ行きたい。あの、私は歴史と文化に関係がある、あの、観光名所、へ行きたいです。私は日本のれ、歴史と文化が好きです。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail. The flow of expression is smooth with a natural pace and minimal hesitation. The response uses a variety of appropriate vocabulary and exhibits excellent use of grammar and syntax (歴史と文化に関係がある観光名所).

Sample: B
Score: 4

Transcript of Student Response

あー、私はー、ちょっとつけれ、疲れたあ、から、あー、あの一、あー、あの一、りょうかんに行きたいです。いったいです。

Commentary

This response directly addresses the prompt and provides an appropriate response by providing the student's desire as well as reason. An error in the pronunciation of りょうかん does not necessitate special listener effort. The strained or unnatural flow of expression does not interfere with comprehensibility. With more elaboration or detail, as well as a smoother pace and less hesitation and repetition, this response would have earned a higher score.

Sample: C
Score: 2

Transcript of Student Response

あー、音楽を聞き、て、をします。そして、hm, huh huh 電話、電話番号を、uh み、見せる huh

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate but incomplete answer. Limited control of grammatical and syntactic structures frequently interferes with comprehensibility. Labored expression with frequent hesitation and repetition necessitate constant listener effort. With the use of more appropriate vocabulary and better control of grammar and syntax, this response would have earned a higher score.

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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: 6

Transcript of Student Response

ああ、ありがとうございます。あ、私は高校今三年生なので、um 三年間も日本語を高校で勉強しています。今日本のAPで一番高いレベルにいる、uh 入っているの毎日日本語を話して勉強しています。

Commentary

This response suggests excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response with elaboration (今日本のAPで一番高いレベルに入っているの、毎日日本語を話して勉強しています). The flow of expression and the pacing are natural with minimal hesitation, 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. Both いる and 入っている are grammatically correct while 入っている is even more accurate and a better choice.

Sample: B
Score: 4

Transcript of Student Response

僕は、よく日本、を、聞きます。と、アニメ、と、番組、で、日本語を聞きます。

Commentary

This response demonstrates competence in interpersonal speaking. This response directly addresses the prompt and is appropriate. The pace is somewhat slow and hesitant, but this does not interfere with comprehensibility. The response contains appropriate but limited vocabulary, and grammatical and syntactic structures are simple with an error (日本を instead of 日本語). The register is consistent and appropriate. The response would have earned a higher score had it included detail or elaboration, used appropriate syntactic structures, and been delivered at a smoother pace.

Sample: C
Score: 2

Transcript of Student Response

あー、日本、語が好きです。日本の本、を見たいです。

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 a grammatical error (見たいです) interfere with comprehensibility and necessitate constant listener effort. The vocabulary is insufficient and the limited control of syntactic structures interferes with comprehensibility. This response would have received a higher score had it clearly responded to the prompt, clearly explaining how the student is studying Japanese.