

# AP<sup>®</sup> JAPANESE LANGUAGE AND CULTURE

## 2014 SCORING GUIDELINES

### Interpersonal Writing: Text Chat

	<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>	
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in interpersonal writing	<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>• Orthography and mechanics 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> Suggests emerging excellence in interpersonal writing	<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>• Infrequent or insignificant errors in orthography and mechanics</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> Demonstrates competence in interpersonal writing	<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>• Errors in orthography and mechanics do not interfere with readability</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> Suggests emerging competence in interpersonal writing	<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>• Errors in orthography and mechanics may be frequent or interfere with readability</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> Suggests lack of competence in interpersonal writing	<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>• Errors in orthography and mechanics frequent or interfere with readability</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> Demonstrates lack of competence in interpersonal writing	<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>• Errors in orthography and mechanics very frequent or significantly interfere with readability</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> Contains nothing that earns credit	<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</li> </ul>		

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**Text Chat 1**

**Sample: A**

はい、私の学校では昼食の時には学校から出て、ファーストフード点へいけることができますので結構食べています。

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**Text Chat 1**

**Sample: B**

いいえ。私の友達はファーストフードが大嫌いから食べません。

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**Text Chat 1**

**Sample: C**

いいえ、わたしのファストフードをあまりたべません。

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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 skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. 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. Each message consisted of a chat entry in Japanese and a brief direction in English that provided guidance on what is expected in the response. Students were asked to participate in an exchange of text-chat messages with an exchange student at their school, Takashi Matsuda, about eating habits. Students were asked to (a) respond to the question of how often their friends eat fast food, (b) state and explain their opinion about fast food, (c) give more than two examples of food that they think are good for one's health, (d) elaborate on their prior response, (e) respond to the question of what dietary cautions they heed, and (f) pose a specific question about Japanese high school students' eating habits.

Students had 90 seconds to read the message and respond at each turn in the text-chat exchange. Each of the six responses received a holistic score based on how well it accomplished the assigned task, and all six scores counted equally in calculating the total score.

### Sample: A Score: 6

This response directly addresses the prompt and provides a very thorough and appropriate answer, including elaboration and details. The response offers elaboration and detail with respect to being able to leave school and eat at fast food restaurants during lunch breaks. Based on these factors, task completion is satisfied at the level of score 6. The delivery exhibits natural and easily flowing expression. However, the response states いけることができます which should be いくことができます. Orthography and mechanics are virtually error free with the exception of one kanji error (点 should be 店). Language use displays a variety of vocabulary (昼食, 結構) and excellent use of grammatical structures.

### Sample: B Score: 4

This response directly addresses the prompt and provides an appropriate answer, responding in a complete manner by mentioning the reason for not eating fast food. The response satisfies task completion at the level of score 4. The conjugation error, 大嫌いから which should be 大嫌いだから, does not interfere with comprehensibility but makes the flow of expression somewhat unnatural. The response shows appropriate but limited vocabulary and idioms and includes errors in complex structures. If the response had used a greater variety of vocabulary and idioms, and demonstrated greater control of complex grammatical structures, it could have achieved a higher score.

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**Interpersonal Writing: Text Chat 1 (continued)**

**Sample: C**

**Score: 2**

This response directly addresses the prompt by providing an appropriate answer (いゝえ). However, it is incomplete in terms of not being clear if the student is talking about him/her self or about his/her friend(s) by writing わたしのファストフード. The response could be interpreted that his/her friends do not eat this student's fast food, which does not make sense. Such an error significantly interferes with comprehensibility. There is an error in orthography as well (たべあせん should be たべません). For these reasons, this response is incomplete, demonstrating lack of competence in interpersonal writing, satisfying task completion at the level of score 2.

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**Text Chat 2**

**Sample: A**

私はファストフードは便利と思いますけれど、ヘルシじゃないと思います。時々食べたら多分大丈夫ですが、いつも食べたらよくないと思います。

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**Text Chat 2**

**Sample: B**

私はファーストフードが大好きです。やすくて、はやいです。



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**Text Chat 2**  
**Sample: C**

僕は、ファーストフード体になる

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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. By stating 便利と思いますけれど、ヘルシじゃないと思います in the first sentence, the response directly addresses the prompt and provides a thorough and appropriate answer concerning the student's opinion about fast food. Additional description is provided concerning how often fast food can be consumed. The response generally exhibits ease of expression while use of register and style is consistent and appropriate to the situation. With the exception of the orthographical errors (ファストフード instead of ファーストフード and ヘルシ instead of ヘルシー) in the first sentence, there are no other errors in orthography and mechanics. A variety of vocabulary is used. The use of grammatical and syntactic structures is appropriate. The more informal expression 便利と思います (rather than 便利だと思います) is appropriate to the situation. If the response contained a richer vocabulary and included more elaboration or detail, it would have earned a higher score.

#### **Sample: B**

**Score: 3**

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer. The flow of expression is unnatural because there are no conjunctive or cohesive elements to smooth the transition between sentences. Orthographic errors (ファーストフード and やすくて) are relatively frequent. Furthermore, inappropriate vocabulary such as やすくて impedes readability and comprehensibility. If the second sentence had been completed properly (e.g., そして、安くて、速いです。), it would have merited a higher score.

#### **Sample: C**

**Score: 2**

This response suggests a lack of competence in interpersonal writing. By mentioning ファーストフード and 体, it directly addresses the prompt which asks about fast food. However, it is an incomplete answer because it cuts off abruptly with 体にわる. Furthermore, readability is affected by the omission of the particle は after ファーストフード. There is an error in orthography that interferes with readability (ファーストフード). The labored expression interferes with comprehensibility. Because vocabulary is insufficient, and control of grammar is limited to a single basic structure, this results in fragmented language. If the response had provided a completed sentence, it would have received a higher score (e.g., わると思います).

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**Text Chat 3**

**Sample: A**

野菜はとても体にいいと思いますけど、野菜が好きじゃないです。ほかの体にいい食べ物は肉とか牛乳です。食べたら、強くなります。

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**Text Chat 3**

**Sample: B**

果物と野菜はいい食べ物と思います。なぜなら、バランスをうけます。

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**Text Chat 3**

**Sample: C**

ハンバーガが思います。いろいろがいます。

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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 response, including elaboration and detail. Expression flows easily for the most part. 野菜が好きじゃないです may sound a little unnatural in this context, but it does not significantly interfere with comprehensibility. No orthographic or mechanical errors are present. The use of register and style is consistent and appropriate to the situation. The response contains a range of vocabulary written correctly in kanji (e.g., 野菜, 牛乳), which facilitates the reading process. Solid control of grammatical and syntactic structures is evident.

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. The second sentence conveys its message, but its expression is somewhat unnatural because of the inappropriate word choice and sentence structure (なぜなら、バランスをうけます may be said as なぜならバランスをもたらすからです or なぜならバランスが大切だからです). There are no orthographic or mechanical errors. Appropriate register and style are used consistently. The vocabulary is appropriate but limited. The grammar and syntax are generally appropriate except for the aforementioned sentence structure that begins with なぜなら. The less formal expression of 食べ物と 思います (rather than 食べ物だ と 思います) is appropriate to the situation. If the response contained richer vocabulary and more elaboration or detail using complex grammatical structures accurately, it would have earned a higher score.

**Sample: C**

**Score: 1**

This response demonstrates lack of competence in interpersonal writing. It addresses the prompt marginally and therefore provides an incomplete answer. Labored expression constantly interferes with comprehensibility. Limited control of grammatical and syntactic structures significantly interfere with comprehensibility or result in very fragmented language (が 思います should be だ と 思います and いろいろが います should be いろいろあります). It is apparent that grammatical and syntactic control is limited. These features result in labored expression that can significantly interfere with readability and comprehensibility. The response would have earned a higher score if a statement had been completed with accurate grammatical and syntactic structures.

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**Text Chat 4**

**Sample: A**

そうですね。野菜と果物はたくさんビタミンがあるから、体にいいと思います。肉を食べすぎたら、ふとっています。

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**Text Chat 4**

**Sample: B**

体がえいようがいりますので、野菜や果物からいろいろなえいようごとれます。



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**Text Chat 4  
Sample: C**

はい、そうです。ぜんぶん食べ物が大好きとおいしいから。それから

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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 and provides a thorough and appropriate response with elaboration and detail. It generally exhibits ease of expression. There are no orthographic or mechanical errors, and the use of register and style is consistent as well as appropriate to the situation. The response uses a range of vocabulary and idioms appropriately (e.g., 野菜, 果物, ビタミン, 体にいい). Grammatical and syntactic structures are used mostly appropriately, except for an insignificant error with ふとっています (that should be ふとります). This response could have earned a higher score if it exhibited more solid control of language use.

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. There is an orthographic error with いえよう in the second appearance of the word えいよう. However, this does not interfere with readability because the word is correctly written in the first sentence. The vocabulary is appropriate but limited. A complex sentence structure is used appropriately and the use of vocabulary and grammar is generally appropriate, although the orthographic error with the particle が (that is, most likely, mistyped as こ) could necessitate special reader effort. This response could have earned a higher score if it included further elaboration or detail and used a greater variety of vocabulary.

**Sample: C**

**Score: 2**

This response suggests lack of competence in interpersonal writing. It directly addresses the prompt and provides an appropriate but incomplete answer. It is not only syntactically incomplete, but it also fails to provide a complete answer to the prompt (describing one's personal preference 大好き and おいしい does not fully explain why a given food is good for one's health). The response はい、そうです is not appropriate to the question asked (the prompt is not a Yes/No question). Labored expression interferes with comprehensibility. The vocabulary is limited to basic words (ぜんぶ, 食べ物, 大好き, おいしい). The limited control of grammatical and syntactic structures (大好きとおいしい) interferes with comprehensibility and results in fragmented language. The response could have earned a higher score if it demonstrated better control of language use.

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**Text Chat 5**

**Sample: A**

食べ過ぎない方がいいです。そして、きれいなレストランで食べた方がいいです。きたなければ、病気になるります。

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**Text Chat 5**

**Sample: B**

私は食事でやさいとたまごうをたべます。食事の後で、くだものを食べます。

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**Text Chat 5**

**Sample: C**

あまり悪い食べ物を食べないほうがいいとも

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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 and provides a thorough and appropriate response. The student states that it is better to eat at a clean restaurant and provides elaboration by describing the consequence if the restaurant is dirty (i.e., gets sick). This response generally exhibits ease of expression, and there is consistency in the use of register and style. Orthography and mechanics are error free. The expression *きたなければ* is awkward but does not interfere with comprehensibility. Although the first two sentences both end in the same grammatical structure (i.e., *~方がいいです*), the third sentence showcases more variety by connecting two phrases with *~ば...なります*. More elaboration and inclusion of rich vocabulary would have earned this response a higher score.

**Sample: B**

**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by providing information about the person's effort to eat vegetables and eggs. Natural detail about eating fruit after a meal is added. The use of register and style is consistent and appropriate. There is an orthographic error (e.g., *たまごう*), but it does not interfere with comprehensibility nor readability. There is also inconsistency in mechanics (*たべます* is not converted to kanji in the first sentence, but it is in the second sentence), but this also does not affect readability. Both sentences end with *~を食べます*, which exhibits limited vocabulary and idioms. If the response had more detail using complex grammatical structures, it would have earned a higher score.

**Sample: C**

**Score: 2**

This response seems to directly address the prompt by starting to mention that a person should not eat bad food. However, this sentence (and thereby the response) is incomplete. While there is enough for the reader to follow the student's thought process, it would have been stronger (and merited a higher score) if it had ended with *いいと思います*. However, even this incomplete word reveals an apparent error in orthography (*いいとも* instead of *いいとおもいます*). Insufficient, inappropriate vocabulary and idioms (*悪い食べ物* instead of *体に悪い食べ物*) make the statement unnatural. Kanji from the AP kanji list (e.g., *悪い*; *食べ物*; *食べない*) is appropriate and facilitates readability. This response suggests lack of competence in interpersonal writing.

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**Text Chat 6**

**Sample: A**

日本の高校生はお昼ご飯のために、何をよく食べますか。そして、たいてい弁当を持てるか学校でご飯を買いますか。

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**Text Chat 6**

**Sample: B**

はい、日本の高校生の弁との中にたいてい何をはいていますか。



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**Text Chat 6**

**Sample: C**

日本の学生の食事はお弁当をついて。

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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 a thorough and appropriate response with elaboration and detail. The expression flows relatively easily and the use of register and style is appropriate to the situation. The vocabulary is appropriate but contains sporadic grammatical errors. お昼ご飯のために in the first sentence should be お昼ご飯に, and the second sentence could be divided into two sentences such as お弁当を持ってくるのですか。それとも、たいてい学校で買いますか。 The response could have earned a higher score with correct use of grammar and syntactic structure with richer vocabulary.

**Sample: B**

**Score: 3**

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate answer. It contains an error in grammar 何をはいていますか that interferes with comprehensibility. It should be 何が入っていますか。 The error in orthography (弁と should be 弁当) somewhat interferes with readability. The use of register and style is appropriate to the situation. The response could have scored higher if it showed better control of language use.

**Sample: C**

**Score: 1**

This response demonstrates lack of competence in interpersonal writing. It addresses the prompt minimally or marginally about Japanese students' meals, but おべんとうをついて is not comprehensible. This response indicates insufficient vocabulary and limited control of grammatical structures that result in fragmented language. This response would have earned a higher score if it demonstrated better control of vocabulary and grammatical and syntactic structures.