

AP[®] JAPANESE LANGUAGE AND CULTURE

2015 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

もちろん、それはいいですよ。私の町が大好きですから、はなしてもいいです。どんな質問がありますか？

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Text Chat 1

Sample: B

はい、こんにちは、僕の町についてはなしますはいいです。

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**Text Chat 1
Sample: C**

今日は。町について話

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Interpersonal Writing: Text Chat 1

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

Overview

This task evaluates writing skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages. The prompt comprises a statement in English identifying an interlocutor and conversation topic, and a series of six brief messages to which the student responds. Each message consists of a chat entry in Japanese and a brief direction in English that provides guidance on what is expected in the response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange. Each of the six responses receives a holistic score based on how well it accomplishes the assigned task, and all six scores count equally in calculating the total score.

The task on the 2015 exam directed students to participate in an exchange of text-chat messages with a future exchange student from Japan, Akiko Kawamura, about visiting their town. Students were asked to (a) respond to Akiko's request to begin their chat and answer some questions, (b) give a description about their town, (c) give some examples about activities they could do in their town, (d) describe the weather in August in their town, (e) give some suggestions as to what kind of things Akiko should bring for the three months that she is in their town, and (f) provide some recommendations for souvenirs for Japanese classmates.

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt appropriately and includes elaboration and details. It generally exhibits ease of expression with consistent use of appropriate register and style. It exhibits appropriate use of grammatical and syntactic structures, except 私の町が大好きえすから which should be 私の町が大好きですから. The first sentence もちろん、それはいいですよ is more appropriate as もちろん、いいですよ. If this response used richer vocabulary and idioms with complex sentences, smoother expression and more clearly expressed elaboration, 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 response. Strained expression does not significantly interfere with comprehensibility: 僕の町についてはなしますはいいです should be 僕の町についてはなしてもいいです. There is a minor orthographical error (こんいち is should be こんにちは). Appropriate register and style are used consistently. The vocabulary and idioms are appropriate but limited. If the response contained richer vocabulary and more elaboration or detail using more complex grammatical structures such as はなしてもいいです, it would have earned a higher score.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt but only partially and therefore provides an incomplete answer (町について話して). The vocabulary is insufficient and control of grammatical and syntactic structures is limited. These features result in fragmented language and labored expression that interfere with readability and comprehensibility. The response would have earned a higher score if the statement had been completed using appropriate grammatical structures and orthography.

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Text Chat 2

Sample: A

私の町はとてもきれいでべんりです。公園にいたりレストランで食べたりお店で洋服をかたりします。

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Text Chat 2

Sample: B

このまちわ現代の感じがあります。それにひとわおおい、とてもにぎやかです。

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Text Chat 2
Sample: C

ロングビーチはとてもおきい

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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 appropriately and includes elaboration and details. The errors in orthography (e.g., いたり should be 行ったり; かたり and should be 買ったり) interfere with readability. べんり should be in AP Kanji (便利). It generally exhibits ease of expression with consistent use of appropriate register and style. A variety of vocabulary (公園, 洋服) is used. The response exhibits appropriate use of grammatical and syntactic structures, such as きれいでべんり and ~たり~たり. If this response used complex sentences and had smoother expression 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 response. Strained expressions (感じがあります should be 感じがします and ひとつおおい should be 人は多くて) do not interfere with comprehensibility significantly. There are orthographical errors (まちわ should be 町は and ひとつ should be 人は) but they do not interfere with readability. Appropriate register and style are used consistently. The vocabulary is appropriate but not idiomatic. For example, 現代の感じ “modern feeling” could be モダンな感じ or 近代的な感じ. Apart from the structures mentioned above, grammar and syntax are generally appropriate except for complex grammatical structure. 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: 2

This response suggests a lack of competence in interpersonal writing. It addresses the prompt only partially and therefore provides an incomplete answer. Errors in orthography (ロングバーち, おきい) interfere with readability. It is apparent that vocabulary is insufficient, and grammatical and syntactic control is limited. These features result in fragmented language that interfered with readability and comprehensibility. The response would have earned a higher score if the statement had been completed with better controlled grammatical and syntactic structures as well as orthography.

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Text Chat 3

Sample: A

映画を見にいたり、海に行ったりたくさん出来ます。公園で遊んだりもできます。私の町では、いるんなことが出来ます。

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Text Chat 3

Sample: B

海に行くとどうぶつえんに行く。

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**Text Chat 3
Sample: C**

モルにきとか、アイスクリームを

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Interpersonal Writing: Text Chat 3

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. It generally exhibits ease of expression with consistent use of appropriate register and style. There are two errors in orthography that slightly affect readability (いゝるんな should be いろんな; いったり should be 行ったり). The response exhibits appropriate use of grammatical and syntactic structures. A variety of vocabulary (公園、遊んだり) and grammatical structures (～たり～たり; ～たりも) are used correctly. If this response used rich vocabulary, complex sentences, and had smoother expression, 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. Unnatural flow of expression and inappropriate use of grammar (と) interfere with comprehensibility. The response would have been improved had the です/ます style been used and the second part been combined differently with the first (e.g., 海に行きます。そして、どうぶつえんに行きます。 or 海に行ったり、どうぶつえんに行ったりします。). The response would have earned a higher score if it had demonstrated better control of grammatical and syntactic structures.

Sample: C

Score: 1

This response demonstrates a lack of competence in interpersonal writing. Its labored expression interferes with comprehensibility. Errors in orthography (モル, アイスクリーム) interfere with readability. It is apparent that vocabulary is insufficient and grammatical and syntactic control is limited. These features result in fragmented language. A higher score would have been earned if the two ideas had been combined differently and the statement had been completed with better controlled grammatical and syntactic structures as well as orthography.

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Text Chat 4

Sample: A

8月ですね。8月の天気まだあつういですが、すぐ寒くなって、風も強くなります。だから、ジャケットを持ってきてくださいね。

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Text Chat 4

Sample: B

8月で天気はいいです。晴れと子時くもりです。でも、とても暑いです。

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Text Chat 4

Sample: C

僕の、町にと手負い移転気があります。アメリカは他の芭蕉です。あめりかh

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Interpersonal Writing: Text Chat 4

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. For example, the response begins with a confirmation, and then offers elaboration and detail with respect to weather (あつうい; 寒くなって; 風も強く) and weather-related advice (ジャケットを持ってきてください). The delivery exhibits natural and easily flowing expression. Orthography and mechanics are almost error free (あつうい should be あつい). The response uses consistent register and style appropriate to the situation. The response contains rich vocabulary (すぐ; 風も強く) and excellent use of syntactic and grammatical structures (~けど、~て、~なります), and it uses an appropriate conjunction (だから).

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. This response directly addresses the prompt and provides an appropriate answer, responding in a complete manner by mentioning weather-related vocabulary (天気はいい; 晴れと子時くもり; 暑い). An error in orthography, と子時, which should be 時々, does not interfere with comprehensibility but makes the flow of expression somewhat unnatural. If the response had used a greater variety of vocabulary and idioms, and demonstrated greater control of complex grammatical structures, it would have achieved a higher score.

Sample: C

Score: 1

This response demonstrates lack of competence in interpersonal writing. Errors in orthography (と手負い移転気; 芭蕉) significantly interfere with readability and comprehensibility. Even sympathetic readers would have trouble decoding and comprehending the first phrase (と手負い移転気, which should be とてもいい天気). The use of grammatical and syntactic structures is limited; です should be used instead of あります. The response would have earned a higher score if key words in the statement had been accurately expressed.

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Text Chat 5

Sample: A

泳ぐのが好きだったら、水泳服を持ったらいいです。そして、ぼうしを持って来てください。

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Text Chat 5
Sample: B

ジャケットと冬ぼしは 持っています。

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Text Chat 5
Sample: C

ちさいいのふくをもって

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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. The response directly addresses the prompt and provides a thorough answer with some elaboration and detail. Complex grammatical structures are used (泳ぐのが; 好きだったら), which enhance the quality of the response. It contains a variety of vocabulary and exhibits ease of expression. Had the response contained more elaboration and detail and fewer errors, it would have earned a higher score.

Sample: B

Score: 3

The response directly addresses the prompt and provides an appropriate but basic response. The error in grammar (持っています) interferes with comprehensibility. However, the error in orthography (ぼし) doesn't significantly interfere with comprehensibility. The response would have earned a higher score had the suggestion been made using correct grammar. For example (持ってきたらいいです; 持ってきてください). This response suggests emerging competence in interpersonal writing.

Sample: C

Score: 2

The response suggests a lack of competence in interpersonal writing. The response directly addresses the prompt but is incomplete, both in meaning (ちいさいふく) and in grammar (もって). However, the basic message is understood. Insufficient vocabulary and limited control of grammatical structures interfere with comprehensibility. Had the response contained more appropriate vocabulary and demonstrated better control of grammatical structures, it would have earned a higher score.

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Text Chat 6

Sample: A

この町では、すしやさしみが好きな子がたくさんいます。それにお菓子を持ってこればみんな喜びます。

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Text Chat 6

Sample: B

日本語のクラスのみんあにおみやげはにほんごの食べ物がいいと思います。

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Text Chat 6

Sample: C

はい、私のクラスのせとうは食べ物が好きですから、二本テ

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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. The second sentence directly addresses the prompt and provides a thorough and appropriate answer suggesting souvenir ideas. The additional information, すしやさしみが好きな子がたくさんいます, suggests that they would enjoy Japanese food-related souvenirs. 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 syntactic error (持ってこれば), there are no other errors in orthography and mechanics. If the response contained 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 would be more natural if there were a comma after おみやげは. Similarly, if にほん were written using AP Kanji, it would have improved readability. The error in orthography (みんな) and inappropriate vocabulary (にほんごの食べ物) negatively affect the quality of the response.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. By mentioning 私のクラスのせとうは食べ物が好きですから, it directly addresses the prompt which asks for souvenir suggestions. However, it is an incomplete answer because it does not suggest what kinds of souvenirs. Furthermore, errors in orthography (せとう should be せいと and 二本 should be 日本) interfere with comprehensibility. If the response had provided a completed sentence (e.g., 日本的な食べ物がいいと思います), it would have received a higher score.