

AP[®] JAPANESE LANGUAGE AND CULTURE

2016 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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Interpersonal Writing: Text Chat 1

Sample: A

よろしくお願ひします。[name of candidate]です。かんきょうはとても大切と思ひます。みんなはリサイクルをしたほうがいいです。何でも聞いてください。

Sample: B

よろしくお願ひします。リサイクル矢かんきょうの質問がいいですよ。

Sample: C

今、リサイクルでたくさんがある

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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 students respond. 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.

Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response. It also includes elaboration and detail (かんきょうはとても大切だと思います。みんなはリサイクルをしたほうがいいです。何でも聞いてください。). The delivery exhibits natural and easily flowing expression. Orthography and mechanics are almost error free (よろしく should be よろしく). The response uses consistent register and style appropriate to the situation. The response contains excellent use of syntactic and grammatical structures with minimal errors (大切だと思います should be 大切だと思います).

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. This response directly addresses the prompt and provides an appropriate response. Strained or unnatural flow of expression does not interfere with comprehensibility (リサイクルかかんきょうの質問がいいですよ). The errors in orthography and mechanics (リサイクルかかんきょう should be リサイクルやかんきょう) do not interfere with readability. This response uses appropriate but limited vocabulary and grammatical and syntactic structures. The statement 質問がいいですよ is unnatural in the context of the response. If the response contained richer vocabulary and more elaboration or detail using more complex grammatical structures such as リサイクルやかんきょうについての質問をしてくださいます, 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. 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 (たくさんがある should be たくさんある) and orthography (リサイクルデ may be リサイクルが).

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Interpersonal Writing: Text Chat 2

Sample: A

私の学校でペットボトルと紙などリサイクルしています。でも、大勢な生徒たちがリサイクルしません。私いつもリサイクルしています。

Sample: B

私のがっこうでリサイクルするものはジュースカンとようなです。

Sample: C

いつもリサイクルして。 私の家族はごみとリサイクルとコムポストのび

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Interpersonal Writing: Text Chat 2

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It provides a thorough and appropriate response with some elaboration. The style is appropriate to the situation. One insignificant orthographic error, わ instead of は, does not interfere with readability. Grammatical errors are infrequent and do not interfere with comprehensibility. The response contains a variety of vocabulary. The response would have received a higher score had the student used some more complex syntactic structures and/or richer vocabulary.

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer by giving one example of an item that is recycled at the student's school. Vocabulary is used correctly but is limited to simple words. Control of more complex structures is still limited: the response produces a relative clause correctly, リサイクルするもの, but has an error in another complex structure, writing とようなです. Although this error makes the delivery somewhat strained, it does not interfere with comprehensibility. This response would have received a higher score had it employed a greater variety of vocabulary and provided more details and/or elaboration.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. The topic of recycling is addressed, but it is not clear whether or not the first sentence refers to recycling at the student's school. The response fails to complete the task completely because no concrete example is given of something that is recycled at school. Delivery is labored and control of grammatical structures is limited. The first sentence ends with an inappropriate して and the second sentence is cut off in the middle, interfering with comprehension. This response would have received a higher score had the response provided at least one concrete example and demonstrated more control of basic grammatical structures.

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Interpersonal Writing: Text Chat 3

Sample: A

高校でリサイクルすることはとても大切だと思います。自然はとても大切なので、リサイクルをしなければいけないと思います。

Sample: B

リサイクルはだいじょうぶです。ぜんぜんに私はリサイクルしません。

Sample: C

リサイクルばしょうはたくさんあります。きょうしなか

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Interpersonal Writing: Text Chat 3

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It generally exhibits ease of expression with consistent use of appropriate register and style. An error in orthography (いかないと思います should be いけないと思います) only slightly affects readability. A minor conjunction error (大切と思います should be 大切だと思います) does not interfere with comprehensibility. A variety of vocabulary (大切, 自然) is evident. If this response used richer vocabulary and more complex sentences, 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. One unnatural expression (リサイクルはだいいょうぶです) and one grammatical mistake (ぜんぜんに) interfere with comprehensibility. The response could have scored higher had it shown better control of language use.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. By mentioning リサイクルばしろう(リサイクルの場所)(教室の中), it directly addresses the prompt which asks about recycling at school. However, the task is not adequately completed because there is no mention of the student's opinion and きょうしなか. The response cuts off abruptly with きょうしなか and the labored expression interferes with comprehensibility. Vocabulary is insufficient, and control of grammar is limited to a single basic structure, resulting in fragmented language. If the response had provided an opinion, it would have received a higher score (e.g., いいと思います).

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Interpersonal Writing: Text Chat 4

Sample: A

リサイクル以外には、車や、バスの代わりにじでんしゃでいろいろな所に行くのがいいと思います

Sample: B

私は自転車の乗ることや少し電気をつくることはいいと思います。

Sample: C

わたしにとって、みすがだいせ

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Interpersonal Writing: Text Chat 4

Sample: A

Score: 5

The response directly addresses the prompt, and is appropriate and thorough, with ease of expression for the most part. The insignificant error in orthography (変わり should be 代わり) does not interfere with comprehensibility. There is a variety of vocabulary as well as appropriate use of a complex grammatical structure (行くのがいいと思います). The response could have earned a higher score had it contained richer vocabulary and more complex grammatical structures.

Sample: B

Score: 4

The response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. Appropriate register and style are used consistently. Errors in complex grammar (自転車の乗ること ; 電気をつくる k と) do not interfere with comprehensibility. The expression 少し電気をつくる is unnatural, but holistically the overall meaning of the response is clear. The response could have earned a higher score had it contained properly constructed complex grammatical structures and elaboration.

Sample: C

Score: 2

The response demonstrates lack of competence in interpersonal writing. Although it directly addresses the prompt, it is incomplete. While an effort was made to address the prompt, labored expression and errors in orthography (みず should have been みず; だいで is likely meant to be たいせつ) interfere with readability. The response could have earned a higher score had it contained a completed sentence with fewer orthographic errors.

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Interpersonal Writing: Text Chat 5

Sample: A

私はビデオを使ったほうがいいと思います。ポスターは紙でできているから紙使いを減らした
ついたらポスターを使わないほうがいいと思います。ビデオの法が生徒も面白いと思います。

Sample: B

かみをつかわないで。ビデオをつかつかたのほうがいいですひょう。

Sample: C

学校ではなしたの方がいいと思います。ポスターつかでは

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Interpersonal Writing: Text Chat 5

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. The expression flows naturally and easily. The insignificant orthographic error (法 should be 方) and syntactic error (減らしたっかたら should be 減らしたかったら) do not interfere with comprehension. 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 (紙でできている; 減らしたっかたら).

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It addresses the prompt directly and the unnatural flow of expression does not interfere with comprehension. The syntax error (つかつかた) and orthographic error (いいで s ひょう) do not significantly interfere with comprehension. This response would have earned a higher score had it contained properly constructed syntactic and grammatical structures.

Sample: C

Score: 2

This response suggests lack of competence in interpersonal writing. It addresses the prompt but does so incompletely as it does not provide a complete answer to the prompt in the fragmented sentence (ポスタアつかでは). Errors in orthography and mechanics interfere with readability. This response would have earned a higher score if it had addressed the question more closely in a complete sentence.

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Interpersonal Writing: Text Chat 6

Sample: A

日本の学校は今リサイクルしていますか。していったらどんな物をリサイクルしていますか。そして、日本の学生はリサイクルについてどう思っていますか。

Sample: B

日本でみなさんはリサイクルですか。あなたはとてごみがありますか。

Sample: C

あの、日本で、 かみとグカス、どちらがよりいそうがしいですh

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Interpersonal Writing: Text Chat 6

Sample: A

Score: 6

This response directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail. The expression flows naturally and easily. Orthography and mechanics are virtually error free except for *していったら*, which should be *していたら*. Appropriate register and style are used consistently. A variety of appropriate vocabulary is used. The response uses excellent grammar and syntax with insignificant errors (*していったらどんな物をリサイクルしていますか*).

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. It consistently uses register and style appropriate to the situation. The vocabulary is appropriate but limited. The sentence structures are simple and contain some errors that do not interfere with comprehensibility (e.g., *みなさんはリサイクルですか、とてもごみ*). This response could have earned a higher score if it had included elaboration or detail and used a wider variety of vocabulary and syntactic structures.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. It directly and appropriately addresses the prompt but does so incompletely as it fails to provide a complete answer. The labored expression interferes with comprehensibility. The errors in orthography and mechanics are frequent (*グカス* should be *グラス*; *いそがしい* should be *いそがしい*) and interfere with readability. The inappropriate use of vocabulary and the limited control of syntactic structure (*かみとグカス、どちらがよりいそがしい*) interfere with comprehensibility. This response could have earned a higher score if it had provided a complete answer with better use of language.