

AP[®] JAPANESE LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Presentational Speaking: School Announcement

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational speaking	<ul style="list-style-type: none"> Announcement is thorough and detailed, including opening remark, necessary information, and closing remark Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices 	<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 Variety of appropriate grammatical and syntactic structures, with minimal or no errors
5	VERY GOOD Suggests emerging excellence in presentational speaking	<ul style="list-style-type: none"> Announcement is complete, including opening remark, necessary information, and closing remark Well-organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices 	<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 presentational speaking	<ul style="list-style-type: none"> Announcement is nearly complete, but has minor omissions Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent 	<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 presentational speaking	<ul style="list-style-type: none"> Announcement provides much, but not all, necessary information Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices 	<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 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 presentational speaking	<ul style="list-style-type: none"> Announcement provides some necessary information but omits several important details Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices 	<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 presentational speaking	<ul style="list-style-type: none"> Announcement provides minimal necessary information Lacks organization and coherence 	<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"> Completely irrelevant to the stimulus Not in Japanese Blank (although recording equipment is functioning) or mere sighs 		

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2007 SCORING COMMENTARY

School Announcement

Overview

This task assesses students' abilities to speak in the presentational communicative mode by having them deliver an announcement to an assembly of visiting Japanese students. The prompt consists of notes in English about what to include in the announcement. Students are given one minute to prepare the announcement and one minute to deliver it. The response receives a single, holistic score, based on how well it accomplishes the assigned task.

On the 2007 exam, students were instructed to deliver an announcement about the time, date, and location of an upcoming haiku contest and a solicitation for volunteer judges.

Sample: A

Score: 5

This complete announcement includes an opening remark, necessary information, and a closing remark. It is well organized and coherent with a clear progression of ideas. The announcement exhibits ease of expression and smooth pace with occasional hesitation that does not distract from the message. The student consistently uses desu/masu style. There is a minor error in the use of cohesive devices (as in *これのために*) and inappropriate use of some vocabulary (such as *審判*、*ホール*、), but these insignificant mistakes do not distract from the message. The response suggests emerging excellence in presentational speaking.

Sample: B

Score: 3

The announcement provides much, but not all, of the necessary information (e.g., contestants and judges will arrive fifteen minutes early), and it includes a concluding remark. Pronunciation errors, such as *アウデイトリアム*、*きゅう時*, necessitate special listener effort. Errors in grammatical and syntactic structures sometimes interfere with comprehensibility. The student uses generally appropriate but limited vocabulary such as *審判* and city *図書館*. Use of appropriate register and style is inconsistent.

Sample: C

Score: 2

The announcement provides some necessary information: the event will occur on Friday, March 29, from 6:30–9:00 p.m., it is a haiku contest in the library, and Japanese speaking judges are needed. However, the student gives up before conveying several other important details. Limited control of grammar and syntactic structures require listener effort to comprehend. The student uses insufficient vocabulary to accurately convey the message: *ライブレーリ* instead of *としよかん*, and *にじゅうこのか* instead of *にじゅうくにち*.