

AP[®] JAPANESE LANGUAGE AND CULTURE
2007 SCORING GUIDELINES
Presentational Speaking: Story Narration

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational speaking	<ul style="list-style-type: none"> Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus 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"> Narration has a beginning, middle, and end that tell a logical and complete story consistent with stimulus 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"> Narration tells a complete story consistent with stimulus, but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end 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"> Narration tells a basic story consistent with stimulus, but may have inconsistencies in its logical progression from beginning to end 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"> Response characterized by description or listing, with little narration; may be inconsistent with stimulus 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"> Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus 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

Story Narration

Overview

This task measures the ability to speak in the presentational communicative mode by asking students to narrate a story to a Japanese class. It contains a series of pictures that depict a story. Students are allotted four minutes to prepare the narration and two minutes to tell the story. The response receives a single, holistic score, based on how well it accomplishes the assigned task.

The 2007 exam contained four pictures illustrating scenes in a Japanese restaurant and on the street outside the restaurant. They show a businessman eating, paying with a large bill, forgetting his change, and having it returned to him.

Sample: A **Score: 6**

The narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus. It is well organized and coherent with a clear progression of ideas. The use of transitional elements and cohesive devices such as *そして、しかし、少したつと、そのため、すると* is appropriate. The pace is natural with no hesitation or repetition, and pronunciation is virtually error free. The student uses rich vocabulary and idioms and makes the narration interesting with creative elaboration. A variety of appropriate grammatical and syntactic structures are used with minimal errors.

Sample: B **Score: 4**

The narration tells a complete story consistent with the stimulus. Vocabulary is appropriate but limited. The response is generally organized and coherent, and unnatural flow of expression does not interfere with comprehensibility. For example, the expression *わたしにおつりをくれて私は本当にありがとうございますと* *すといいました* is unnatural, but a listener can understand the intent. Errors in pronunciation do not necessitate special listener effort. There are several errors in complex structures, such as *今夜にわたしの社員たちと外食をするようにしました, わたしは社員たちをもってレストランにいきました, おもしろく時間をすぎました, 0,5キロぐらい歩いた時に私を呼んでいる人の声がききました, わたしはそのレストランに走ってその店員とあっていました*. This response would have received higher score if the student demonstrated greater control of grammar.

Sample: C **Score: 2**

Even though the response attempts to follow the stimulus, the narration is somewhat difficult to understand because of the student's limited vocabulary and inadequate control of grammatical and syntactic structures. The student's attempts to elaborate and add interesting details at the end are strengths. The pace of narration is steady, but pronunciation occasionally impedes comprehension.