

AP[®] JAPANESE LANGUAGE AND CULTURE

2009 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<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 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 Excellent use of grammar and syntax, with minimal or no errors
5	VERY GOOD Suggests emerging excellence in interpersonal speaking	<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 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 interpersonal speaking	<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 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 interpersonal speaking	<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 Inconsistent pace marked by some hesitation or repetition Errors in pronunciation sometimes necessitate special listener effort 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 speaking	<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 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 interpersonal speaking	<ul style="list-style-type: none"> Addresses prompt minimally or marginally 	<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"> 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 (although recording equipment is functioning) or mere sighs 		

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2009 SCORING COMMENTARY

Interpersonal Speaking: Conversation

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task evaluates speaking in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement identifying an interlocutor and conversation topic and four questions. Students have 20 seconds to speak at each turn in the conversation. Each of the four responses receives a holistic score based on how well it accomplishes the assigned task; all four scores count equally in calculating the total score.

In 2009 students were directed to engage in a conversation with Misaki Saito, a new foreign exchange student, about their school. Students were expected to respond to her request that they inform her about the school, to recommend whether she should take math or science, to recommend a club activity that would allow her to make friends, and to respond to her suggestion that they eat lunch together in the cafeteria the next day.

Interpersonal Speaking: Conversation 1

Sample: A

Score: 5

Transcript of Student's Response

はじめまして、私は、あ、[beep masks actual name of student] あ、と申します。あ、どうぞよろしくお願ひします。ああ、学校について、どんな質問があります、か。あ、私に、お聞き、お、聞いてください。

Commentary

This appropriate, high-scoring response contains a greeting in the first two sentences and provides elaboration to Misaki's request for information about the school in the second two sentences. Although there are some noticeable hesitations and repetitions, they do not distract from the message enough to negatively affect the score. The response would have earned an even higher score had it contained fewer hesitations and repetitions and a greater variety of vocabulary and/or complex grammatical structures.

Sample: B

Score: 3

Transcript of Student's Response

はじめまして、[beep masks actual name of student]です。ああ、何でも聞いても、聞いてください。あー、

Commentary

This is a basic but appropriate response, and thus it earned a mid-range score. The two utterances are appropriate and directly address both parts of the prompt. The response has a greeting and a contextually appropriate answer to the request for school information (何でも聞いて...ください。). The vocabulary and grammar are limited but suitable. The flow of expression is smooth, and the pronunciation is good. Further elaboration would have helped the response earn a higher score.

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Interpersonal Speaking: Conversation 1 (continued)

Sample: C

Score: 2

Transcript of Student's Response

はじめまして、[beep masks actual name of student]です。でも、クラスでわからない、um、ですか。ああ、そうですか。でも、私は、何を教えてくださいませんか。

Commentary

The student addresses the first half of the prompt (こんにちは、みさきです) by saying はじめまして and giving his name, but the answer is incomplete because the second half of the response does not appropriately respond to the request for information about the school. Limited control of grammatical structures interferes with comprehensibility in the second half of the response (何を教えてくださいませんか). Had the attempt to say something about the classes at school been successful, the response could have earned a higher score. The response earned a score of 2, not 1, because it contains a direct and appropriate response to the greeting in the prompt and attempts to respond to the request for information.

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2009 SCORING COMMENTARY

Interpersonal Speaking: Conversation 2

Sample: A

Score: 5

Transcript of Student's Response

数学はちょっと難しいです。先生はとても厳しいし、しゅくだいをしなければなりません。宿題をしな、しな、か、がら、なら、悪い成績をもらいます。

Commentary

The response appropriately addresses the prompt. Although no comparative form is used, it is clear that the student means to say that math is more difficult than science. This basic response is followed by a detailed explanation of why math is difficult. The structures used include complex sentences. While the last sentence contains a grammatical error, it is comprehensible. The response flows quite naturally, except for the hesitations and repetitions in the first half of the last sentence. Neither the structural error nor the minor pronunciation errors interfere with comprehensibility.

Sample: B

Score: 3

Transcript of Student's Response

ああ、う、・・それはいい質問ですね。ああ、私は、・・おお、すうつがくのクラスは、一番むずかし、難しいだと思ひますね。

Commentary

The response directly addresses the prompt and provides a basic but appropriate answer. 一番 . . . 難しい is a superlative, rather than a comparative, statement, but it conveys the meaning that math is hard. The first utterance, それはいい質問ですね, is effective in suggesting the student's active engagement in the conversation. There are hesitations and repetitions that make the flow somewhat unnatural. Errors in pronunciation (すうつがく) and grammar (難しいだ), combined with the fact that the response is very basic, prevented the student from earning a 4.

Sample: C

Score: 1

Transcript of Student's Response

えっと、日本語は、い、一番、難しいです、と思ひます。私は、日本語で、ん、話し、話さ、せ、ら、れます。え、けど、ん、楽しいですねえ。

Commentary

While the response is fairly long and includes elaboration, it only marginally addresses the prompt: the student states that Japanese is the most difficult subject and does not mention math or science. Repeated hesitations and some repetition prevent the response from flowing naturally, but the labored expression does not hinder comprehensibility. There are no pronunciation or structural errors that interfere with comprehensibility. However, this response received a score of 1 because it does not complete the task.

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Interpersonal Speaking: Conversation 3

Sample: A

Score: 5

Transcript of Student's Response

わたしは、日本文化、ぶ、に、いますから、あ、日本文化部にきてください。とても楽しくて、あ、みんなも、紹介、できますから。あ、友達を作れます。

Commentary

The response suggests emerging excellence in interpersonal speaking. The student directly addresses the prompt and provides some elaboration. Instead of merely listing different clubs, the student provides a nicely contextualized response explaining why she is recommending the club to Misaki Saito. The response is delivered with a smooth pace with occasional hesitations that do not detract from the message.

Sample: B

Score: 3

Transcript of Student's Response

あ、がっ、ここは、日本語、の、クラブがあります。あ、あのクラブは、とても楽しいです。そして、あ、友達、です。I 'n'know。

Commentary

The response suggests emerging competence in interpersonal speaking. It directly addresses the prompt and provides a basic but appropriate answer. The strained flow of expression sometimes interferes with comprehensibility, though the pronunciation is clear. The student uses appropriate but limited vocabulary and basic grammatical and syntactic structures.

Sample: C

Score: 2

Transcript of Student's Response

ええ、友達をつくり、を作るために、um、部活、を、いっき、いったほうがいいです。

Commentary

The response suggests lack of competence in interpersonal speaking. It addresses only one part of the prompt and provides an appropriate but incomplete answer. Though the student is able to use structures such as ～ために～たほうがいい correctly, the response does not provide the information the interlocuter seeks ("what kind of club"), and therefore the task is not complete.

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Interpersonal Speaking: Conversation 4

Sample: A

Score: 5

Transcript of Student's Response

あー、いいです、よ。えっと、あしたー、えっと、ランチは、えっと、十二時で始まるから、えっと、カフェテリアの前で、集まってもいいですか。

Commentary

This response suggests emerging excellence in interpersonal speaking. It directly addresses the prompt and provides a thorough and appropriate answer. In addition, the student elaborates by suggesting a meeting time. The pace is generally smooth. Though there are frequent short hesitations, these do not distract from the message. The grammatical error (十二時で始まるから) and somewhat unnatural expression (前で、集まってもいいですか) do not interfere with comprehensibility. More elaboration and details, as well as a more flowing delivery, would make this response stronger.

Sample: B

Score: 3

Transcript of Student's Response

はい、um、じゃあー、明日は、一緒に、昼ごはんを食べま s h、食べます。あー、じゃあー、明日を . . . み、

Commentary

This response suggests emerging competence in interpersonal speaking. The response directly addresses the prompt and provides a basic and appropriate answer. However, the speech is strained with some hesitation, and it is not error free (i.e., じゃあー、明日を).

Sample: C

Score: 1

Transcript of Student's Response

あの明日は食べご飯、を、食べご飯は、 . . . はあ、ご飯と魚、を食べま、食べます。

Commentary

This response demonstrates lack of competence in interpersonal speaking. The answer refers to eating meals, but this relates only marginally to the prompt. Insufficient vocabulary and limited control of grammatical structures result in fragmented language.