CollegeBoard AP

AP® Japanese Language and Culture
2009 Scoring Guidelines

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AP® JAPANESE LANGUAGE AND CULTURE
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Interpersonal Writing: Text Chat

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** Demonstrates excellence in interpersonal writing	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail	• Natural, easily flowing expression • Orthography and mechanics virtually error free • Consistent use of register and style appropriate to situation	• Rich vocabulary and idioms • Excellent use of grammar and syntax, with minimal or no errors
5	**VERY GOOD** Suggests emerging excellence in interpersonal writing	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail	• 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	• 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	• Directly addresses prompt and provides an appropriate response	• 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	• 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	• Directly addresses prompt and provides a basic but appropriate answer	• 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	• 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	• Directly addresses prompt and provides an appropriate but incomplete answer	• 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	• 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	• Addresses prompt minimally or marginally	• 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	• 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	• 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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Presentational Writing: Compare and Contrast Article

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** Demonstrates excellence in presentational writing	• Article addresses all aspects of prompt with thoroughness and detail, including expression of preference and reasoning • Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices	• Natural, easily flowing expression • Orthography and mechanics virtually error free • Virtually no mistakes in use of kanji according to AP Japanese kanji list • Consistent use of register and style appropriate to situation	• Rich vocabulary and idioms • Variety of appropriate grammatical and syntactic structures, with minimal or no errors
5	**VERY GOOD** Suggests emerging excellence in presentational writing	• Article addresses all aspects of prompt, including expression of preference and reasoning • Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices	• Generally exhibits ease of expression • Infrequent or insignificant errors in orthography and mechanics • Occasional mistakes in use of kanji according to AP Japanese kanji list • Consistent use of register and style appropriate to situation except for occasional lapses	• 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 writing	• Article addresses all aspects of prompt, including expression of preference and reasoning, but may lack detail or elaboration • Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent	• Strained or unnatural flow of expression does not interfere with comprehensibility • Errors in orthography and mechanics do not interfere with readability • May include several mistakes in use of kanji according to AP Japanese kanji list • May include several lapses in otherwise consistent use of register and style appropriate to situation	• 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 writing	• Article addresses topic directly but may not address all aspects of prompt • Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices	• Strained or unnatural flow of expression sometimes interferes with comprehensibility • Errors in orthography and mechanics may be frequent or interfere with readability • May include frequent mistakes in use of kanji according to AP Japanese kanji list • Use of register and style appropriate to situation is inconsistent or includes many errors	• 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 writing	• Article addresses topic only marginally or addresses only some aspects of prompt • Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices	• Labored expression frequently interferes with comprehensibility • Errors in orthography and mechanics frequent or interfere with readability • Frequent mistakes in use of kanji according to AP Japanese kanji list • Frequent use of register and style inappropriate to situation	• 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 writing	• Article addresses prompt only minimally • Lacks organization and coherence	• Labored expression constantly interferes with comprehensibility • Errors in orthography and mechanics very frequent or significantly interfere with readability • Minimal use of kanji according to AP Japanese kanji list • Constant use of register and style inappropriate to situation	• 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	• Mere restatement of the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • Not in Japanese • Blank		

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Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** **Demonstrates excellence in interpersonal speaking**	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail	• Natural, easily flowing expression • Natural pace with minimal hesitation or repetition • Pronunciation virtually error free • Consistent use of register and style appropriate to situation	• Rich vocabulary and idioms • Excellent use of grammar and syntax, with minimal or no errors
5	**VERY GOOD** **Suggests emerging excellence in interpersonal speaking**	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail	• 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	• 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**	• Directly addresses prompt and provides an appropriate response	• 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	• 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**	• Directly addresses prompt and provides a basic but appropriate answer	• 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	• 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**	• Directly addresses prompt and provides an appropriate but incomplete answer	• 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	• 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**	• Addresses prompt minimally or marginally	• 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	• 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**	• 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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Presentational Speaking: Cultural Perspective Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** Demonstrates excellence in presentational speaking and cultural knowledge	• Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective • Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices • Cultural information is accurate and detailed	• Natural, easily flowing expression • Natural pace with minimal hesitation or repetition • Pronunciation virtually error free • Consistent use of register and style appropriate to situation	• 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 and cultural knowledge	• Presentation addresses all aspects of prompt, including explanation of view or perspective • Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices • Minimal errors in cultural information	• 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	• 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 and cultural knowledge	• Presentation addresses almost all aspects of prompt, including explanation of view or perspective, but may lack detail or elaboration • Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent • Generally correct cultural information with some inaccuracies	• 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	• 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 and cultural knowledge	• Presentation addresses topic directly but may not address all aspects of prompt • Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices • Cultural information may have several inaccuracies	• 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	• 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 and cultural knowledge	• Presentation addresses topic only marginally or addresses only some aspects of prompt • Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices • Cultural information has frequent or significant inaccuracies	• 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	• 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 and cultural knowledge	• Presentation addresses prompt only minimally • Lacks organization and coherence • Cultural information almost entirely inaccurate or missing	• 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	• 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	• Mere restatement of the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • Not in Japanese • Blank (although recording equipment is functioning) or mere sighs		