

AP[®] JAPANESE LANGUAGE AND CULTURE

2010 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 		

Text Chat 1

Sample: A

日本語を勉強して楽しいのは、色々読めるようになっていって、もっと難しい本を読めるようになる事です。

Text Chat 1

Sample: B

日本語を勉強して一番たのしのいわ漢字の色々な意味をまなべるところです。ひとつのかんじでもいみが色々あります。

Text Chat 1

Sample: C

灰、よろしくお願ひします。日本の勉強はむかしって、s

Text Chat 2

Sample: A

私の日本語のクラスではいろいろな日本の文化や歴史を習います。そして日本語の文法や漢字や単語をもっと覚えるようによく日本語に関係があるゲームをします。

Text Chat 2

Sample: B

日本語のクラスで文化を習ったり、単語をなったり、日本語連練習したり、します。たのしいです。

Text Chat 2

Sample: C

私の日本語のクラスで、皆さんは日本語におしゃべり

Text Chat 3

Sample: A

日本語を知らない人達に日本語を教えてあげて、日本の素晴らしさを伝えたいと思います。

Text Chat 3

Sample: B

私は 日本語が ちょっと上手で、日本語を使ってたくさん事がしたいですよ。 例え
ば、日本へ行きたって、日本人に話したいです。

Text Chat 3

Sample: C

えとう。。。もちろん異本後がもっと序図になったら、も一度日本へ行きたいです。

Text Chat 4

Sample: A

日本語クラスで日本語ばかり使ったらいいと思います。なぜなら、使いながら練習します。使わないと、話すのは難しいと思います。私は日本からの留学生と話した後で、日本語はもっとよくなりました。

Text Chat 4

Sample: B

はい、日本語だけを使ってほうがいいです。生徒に速く学びます。だから、英語をつく手はいけない。

Text Chat 4

Sample: C

はい！日本語だけ話すところは一番の方に日本語を勉強しますと思います。

Text Chat 5

Sample: A

ぜひ初めてください！日本語を勉強するのは何より楽しいと思います。勉強する時に、日本の番組を見て、日本語を聞いて、よくつかったらいいと思います。

Text Chat 5

Sample: B

日本語はとてもおもしろいです。アニメとドラマを見ることはいいです。友達と話してもください。

Text Chat 5

Sample: C

日本語はとても難しいです！でもとても面白いですよ！宿題をまいにち

Text Chat 6

Sample: A

大学での日本語のクラスは日本語を学ぶことが多いのですか？それとも、日本の文化や歴史についてもっと深く勉強するのですか？

Text Chat 6

Sample: B

大学に日本語のクラスの方が高校のより難しいですか。

Text Chat 6

Sample: C

大学での日本語勉強日ついでむすなしですか。たのしみに s h

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Interpersonal Writing: Text Chat

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This task evaluated writing in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-chat messages with a Japanese language professor about learning Japanese. It comprised a statement identifying an interlocutor and conversation topic and six messages to which students responded. Each message consisted of a chat entry in Japanese and a brief direction in English, which provided guidance on how to answer. Students were asked to give some examples of what they do in their Japanese class, tell what they would like to do with their Japanese in the future, give and justify an opinion regarding the use of only Japanese in Japanese language classes, offer advice to someone planning to begin the study of Japanese, and ask some questions about the study of Japanese at the university level. Students had 90 seconds to read the message and respond at each turn in the conversation. Each response received a holistic score based on how well it accomplished the assigned task; all six scores counted equally in calculating the total score.

Interpersonal Writing: Text Chat 1

Sample: A

Score: 5

This response appropriately and directly addresses the prompt with some elaboration and suggests emerging excellence in interpersonal writing. The delivery is natural and exhibits ease of expression. There are no errors in grammar and syntactic structures. The response appropriately uses complex structures, such as 読めるようになる事です. If the response exhibited a richer vocabulary and included more details, it could have received a higher score.

Sample: B

Score: 4

This appropriate response directly addresses the prompt with some elaboration. Although there are errors in orthography and vocabulary, such as たのしのいわ, they do not interfere with comprehensibility. If this response used kanji in the phrase ひとつのかんじでもいみが, it would improve readability. The vocabulary and syntactic structures used are basic but appropriate. This response demonstrates competence in interpersonal writing.

Sample: C

Score: 1

This response addresses the prompt only marginally by saying 日本の勉強はむかしって. Frequent errors in orthography, and spelling and labored expression significantly interfere with readability and comprehensibility 灰, むかしって. This response demonstrates a lack of competence in interpersonal writing.

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2010 SCORING COMMENTARY

Interpersonal Writing: Text Chat 2

Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt, is very thorough, appropriate and includes excellent elaboration. The language delivery is natural and exhibits ease of expression. Orthography and mechanics are virtually error free, except for ゲーム, which does not interfere with readability or comprehensibility. The register and style are appropriate and consistent with the situation. The response exhibits excellent use of grammar and syntax with no errors. A rich variety of vocabulary, idioms and expressions, such as 単語をもっと覚えるように, 日本語に関係があるゲーム, もっと覚えるようによく～をします, and に関係がある, are used appropriately.

Sample: B

Score: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides an appropriate answer. The response uses basic vocabulary, and some inappropriate uses of vocabulary or orthographic errors 単語をなったり interfere with readability and comprehensibility. A grammatical error (the omission of the particle in 日本語連練習したり), a mistake in orthography 連練習したり, and incorrect mechanics (したり、します) interfere with readability. If there were fewer mistakes in orthography and grammar and a richer vocabulary, this response could have earned a higher score.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt and provides an appropriate, but that answer is incomplete and uses only basic vocabulary and grammar. The mistake in particle use in 日本語におしゃべり slightly interferes with comprehensibility. Limited control of syntactic structure results in fragmented language.

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Interpersonal Writing: Text Chat 3

Sample: A

Score: 5

This response appropriately addresses the prompt, with some elaboration found in the excellent and natural use of phrases like 日本語を知らない人達, 教えてあげて and 素晴らしさを伝えたい. There are no orthographic or mechanical errors. The response exhibits relative ease of expression. Register and style are used appropriately and consistently. This response could have earned a higher score if more elaboration had been provided and a greater variety of vocabulary and grammatical and syntactic structures used.

Sample: B

Score: 3

This response directly addresses the prompt and provides a basic answer with limited vocabulary. The syntactic and grammatical errors 私は 日本語が ちょっと上手で, 日本へ行きたって interfere with comprehensibility. The use of extra space between words is unnatural, although it does not impede readability. The register and style are appropriate and consistent. This response suggests emerging competence in interpersonal writing.

Sample: C

Score: 2

This response directly addresses the prompt, but frequent and significant errors in orthography えとう, 異本後, 序図 significantly interfere with readability and comprehensibility. Limited control of syntactic structure (e.g., もちろん should be placed before も一度) may interfere with comprehensibility. The response demonstrates a lack of competence in formulating proper sentences in writing.

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Interpersonal Writing: Text Chat 4

Sample: A

Score: 5

This answer directly addresses the prompt and provides a thorough and appropriate response that includes justification of opinion and elaboration. There are a number of small, scattered errors that prevented this response from achieving a higher score (練習します would be better as 練習できます; 難しい should be 難しくなる; よくなりました would be better expressed as 上手になりました). These errors, however, do not interfere with comprehensibility. The connection between the two final sentences is loose, which results in expression that is not easily flowing. There are no errors in mechanics or orthography, and the register is consistent. The response suggests emerging excellence in interpersonal writing.

Sample: B

Score: 3

This response directly addresses the prompt and provides justification for the opinion. It represents a basic but appropriate answer. A number of errors in delivery and language use prevented the response from receiving a higher score. In delivery, the register is inconsistent (the final sentence is in plain form いけない, while the previous two sentences are in polite form ~ます). There is an error in orthography combined with an error in grammar that interferes with both readability and comprehensibility つく手はいけない for 使ってはいけない. In language use, there are errors in grammar that interfere with comprehensibility (使ってほうがいいです should be 使ったほうがいいです; 生徒に速く学びます should be 生徒が速く学びます). The response suggests emerging competence in interpersonal writing.

Sample: C

Score: 2

This response directly addresses the prompt and provides an appropriate but incomplete answer. The justification portion of the response may be considered incomplete because the unnatural flow of expression makes the intended point difficult to comprehend. There are no errors in orthography. The register in 勉強しますと思います is inappropriate; there should not be a polite form ~ます before the complementizer と. The vocabulary is limited but appropriate. However, labored expression frequently interferes with comprehensibility. Labored expression and limited control of grammatical and syntactic structures result in fragmented language (e.g., 日本語だけ話すところは一番の方に日本語を勉強しますと should be 日本語だけ話すのが日本語の勉強で一番だと). Greater control over grammatical and syntactic structures would be required for this response to receive a higher score. The answer suggests a lack of competence in interpersonal writing.

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2010 SCORING COMMENTARY

Interpersonal Writing: Text Chat 5

Sample: A

Score: 5

This answer addresses the prompt directly and provides a thorough and appropriate response. The prompt can be interpreted in two ways: one is to give advice to those who have not yet decided to study Japanese (hence, either to encourage them or to discourage them), and the other, to give advice to those who have already decided to study Japanese (what they should do to learn well). This response answers both questions and therefore includes elaboration and detail. The response also exhibits ease of expression. Although an even more natural response might have been 日本のテレビの番組を見て日本語を聞いて、習った日本語をいつも使ったらいい instead of 日本の番組を見て、日本語を聞いて、よくつかったらいい, the response flows naturally nevertheless. There is one kanji error (初) and a missing kanji (使う), but this does not interfere with readability. Register and style are appropriate to the situation. Use of vocabulary and structures is virtually error free, but the vocabulary is not very rich. This response suggests emerging excellence in interpersonal writing.

Sample: B

Score: 4

This answer directly addresses the prompt and provides an appropriate response. There are two pieces of advice, アニメとドラマを見ることはいいです and 友達と話してもください. The former sentence is a simple statement, but it can be interpreted as advice because of the context provided by the last sentence. The answer is more than a basic response. The flow of expression is somewhat unnatural because the answer consists of a string of sentences with no conjunctions linking them, but this does not interfere with comprehensibility. There are no orthographic or mechanical errors, and the register and style are appropriate to the situation. There is a grammatical error in 話してもください, but it does not interfere with comprehensibility. Structures are mostly simple, with the exception of 見ることはいい, and vocabulary is limited. This response demonstrates competence in interpersonal writing.

Sample: C

Score: 2

This response directly addresses the prompt and provides an appropriate but incomplete answer, suggesting lack of competence in interpersonal writing. The response provides the reasoning in the first two sentences, but the sentence offering advice, the third sentence, is incomplete. It is possible to assume the ending of the third sentence might be しましう, してください, or した方がいいです. Flow of expression, orthography, and register and style are appropriate, and they do not interfere with comprehensibility or readability. Simple structures and basic vocabulary are used accurately. Had the response been completed, it might have earned a higher score.

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Interpersonal Writing: Text Chat 6

Sample: A

Score: 5

This response suggests emerging excellence in interpersonal writing. It directly and thoroughly addresses the prompt, asking two well-connected, appropriate questions. The response generally exhibits ease of expression, and the accurate use of the conjunction *それとも* links the two sentences smoothly and coherently. The register and style are consistent and appropriate throughout the response. A variety of vocabulary and expressions, such as *学ぶことが多いのですか?* and *もっと深く勉強する*, are used very appropriately, although the vocabulary is not very rich and the syntax not quite at the level of excellence required for a higher score. If there were more detail or elaboration as well as richer vocabulary, this response could have received 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 question sentence. The response includes only a single question, and the word choice and the grammatical structure are simple. A particle error *大学に* occurs at the beginning of the response, which reduces the clarity of the entire sentence and makes the flow of expression awkward. Kanji is used accurately and appropriately. If the response included two or more questions, with more vocabulary and syntactical structures, it could have received a higher score.

Sample: C

Score: 2

This response suggests lack of competence in interpersonal writing. It directly addresses the prompt with a relevant question, so the response is not marginal. However, the prompt directs the student to “ask some specific questions,” so the response is incomplete. Significant errors in orthography and vocabulary, such as in the phrase *勉強日ついでむすなしですか*, impede comprehensibility and readability. The beginning of the response *大学での日本語勉強日ついで* is a repetition of the first part of the prompt, albeit erroneously copied, and is not syntactically linked to the remainder of the sentence. The second sentence (*たのしみに s h*) is incomplete and does not seem to be leading to a question. This response would have received a higher score if the second sentence were complete, contained fewer orthographical and vocabulary errors, and exhibited more control of syntax.