

AP[®] JAPANESE LANGUAGE AND CULTURE
2013 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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Interpersonal Speaking: Conversation 1

Note: Student 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 evaluated speaking skills in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprised a statement in English identifying an interlocutor and conversation topic, and a series of four related utterances in Japanese. Students engaged in a conversation with Yumiko Tanaka, a Japanese student, about working. Students were expected to (a) respond to Yumiko's opening statement, (b) give some examples of part-time work their classmates do, (c) state their opinion about whether high school students should or should not work, and (d) offer advice to those wanting to work part-time.

Students had 20 seconds to speak at each turn in the conversation. Each of the four responses received a holistic score based on how well it accomplished the assigned task, and all four scores counted equally in calculating the total score.

Sample: A

Score: 6

Transcript of Student's Response

どうぞよろしくお願ひします。[name of candidate] と申します。あの、私は [name of school] の高校三年生ですから、あまり時間がありません。でも、私はアルバイトのことに、あの、興味がありますから。

Commentary

This response directly addresses the prompt by stating (どうぞよろしくお願ひします; アルバイトのことに ... 興味がありますから) and provides a thorough and appropriate response, including elaboration and detail (... 高校三年生ですから、あまり時間がありません). The flow of expression and pacing are natural. Pronunciation is virtually error free. The register and style are appropriate, including keigo (申します). Rich vocabulary (興味) enhances the quality of the answer. The response correctly uses complex sentences with cohesive devices and appropriate conjunctions (ですから; でも). This response suggests excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student's Response

はじめまして。私は[name of candidate]です。umm
私は、今、アメリカの高校4年生です。アルバイト、が、ありません。よろしくお願ひします。

Commentary

This response directly addresses the prompt and provides an appropriate answer by stating (よろしくお願ひします; アルバイトがありません). The response flows smoothly and the pace is generally consistent. An error in pronunciation (こころ) does not necessitate special listener effort. The use of register and style are appropriate to the situation. The response contains limited but appropriate vocabulary. More detail or elaboration, complex structures, and a variety of vocabulary would have earned this response a higher score.

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Interpersonal Speaking: Conversation 1 (continued)

Sample: C

Score: 2

Transcript of Student's Response

はい、えっと、えっと、アルバイトを、を、とても、すみません。アルバイトはとてもお、すごいです。えっ

Commentary

The response attempts to address the prompt (アルバイト) but produces an incomprehensible answer (アルバイトはとてもすごいです). The student responds to the greeting minimally (はい). The labored expression with frequent hesitation (えっと、えっと) and repetition (アルバイトを; アルバイトは) interferes with comprehensibility and necessitates constant listener effort. This response suggests lack of competence in interpersonal speaking.

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Interpersonal Speaking: Conversation 2

Note: Student 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.

Sample: A

Score: 6

Transcript of Student's Response

あの、実は高校生は本当にいろんなアルバイトが、sh、すると思いますけど、たくさんの生徒は、あの、マクドナルドとか、こういうみたいなファーストフードのレストランで働いているらしいです。とくには、あの、ベビーシッターとか、あの、いろんな仕事がありますsssssよ。

Commentary

The response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail. It has a natural flow of expression. Pronunciation is clear and virtually error-free. The register and style used is consistent and appropriate to the situation. It has a range of appropriate vocabulary and uses excellent grammar and syntax with a minimal particle error in アルバイトが、sh、する.

Sample: B

Score: 4

Transcript of Student's Response

えーと、たくさん uh 学生はuh スーパーに uh, uh アルバイトがあります。でも私は uh 水泳のクラブに uh アルバイトがあります、はい。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate answer but lacks elaboration or detail. It has a generally consistent pace with unnatural and frequent hesitation. However, the expression itself flows naturally. There are no pronunciation errors that necessitate special listener effort. The response consistently uses the register and style appropriate to the situation. The vocabulary is appropriate but limited to basic words (水泳). The grammar and syntax are also appropriate and error-free. A greater variety of vocabulary and grammatical structures would have earned this response a higher score.

Sample: C

Score: 2

Transcript of Student's Response

私は、ウォーマt、の、アルバイトを、を [long pause]

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt and provides an appropriate but incomplete answer. Limited control of grammatical and syntactic structures and insufficient vocabulary prevent the speaker from finishing the utterance and earning a higher score. The unclear pronunciation of the word "Walmart" (ウォーマt) and frequent hesitation necessitate listener effort and result in fragmented language.

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Interpersonal Speaking: Conversation 3

Note: Student 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.

Sample: A

Score: 6

Transcript of Student's Response

私の考えとしては、高校生はアルバイトをしてない方がいいと思います。何故なら、高校生は勉強をする時間が必要だから、アルバイトをしてると、あまり勉強する時間がなくなる、ので、ahh してない方がいいと思います

Commentary

This response suggests excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate answer with elaboration (高校生は勉強する時間が必要；アルバイトをしてるとあまり勉強をする時間がなくなる). The flow of expression and the pacing are natural and pronunciation is virtually error-free. The appropriate register and style are used consistently. The response has a range of appropriate vocabulary and shows excellent use of grammar and syntax, with no errors. The dropping of *い* of *している* and *していない* as observed in the response is common and natural in oral conversations.

Sample: B

Score: 4

Transcript of Student's Response

あの、アルバイトのほう、あ、するの方がいいです。何故なら、あの、よく、uh けい uh 経験、アルバイト、経験、uh 働く、働くの経験、uh する、のはいいと思います。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides a basic but appropriate answer. The strained or unnatural flow of expression does not interfere with comprehensibility. The pace is generally consistent with some unnatural hesitation and repetition. The register and style are appropriate and consistent. The vocabulary is appropriate but limited. The use of grammatical and syntactic structures is generally appropriate, but with some errors (するの方が；働くの経験). A greater variety of vocabulary and more controlled usage of grammar and syntax would have earned this response a higher score.

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Interpersonal Speaking: Conversation 3 (continued)

Sample: C

Score: 2

Transcript of Student's Response

ahhh えっと、アルバイトが、ahh し、したほうしいです。um、何を、何をしますかあ

Commentary

This response suggests a lack of competence in interpersonal speaking. It attempts to address the prompt but produces an incomprehensible utterance. The labored expression with frequent hesitation and mispronunciation (ほうしい) interferes with comprehensibility and necessitates constant listener effort. The vocabulary is insufficient and the limited control of grammatical and syntactic structures results in fragmented language. A clear and direct response to the prompt would have earned this response a higher score.

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Interpersonal Speaking: Conversation 4

Note: Student 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.

Sample: A

Score: 6

Transcript of Student's Response

アルバイトをしたいなら、ahh レストランではしないで、なんかもっと、ahh
しゅくだいを一、できーる、ah
アルバイト、アルバイト場所ではたらいってください。そして、なんか、umm
学校に行くなら、短い時間で働いてください。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt by offering more than one piece of advice and including elaboration and detail. The flow of expression is smooth with natural pace with minimal hesitation. The appropriate register and style are used consistently. Using the word *なんか*, a less formal version of *なにか*, is acceptable in this situation. A variety of appropriate vocabulary is used and excellent use of grammar and syntax is exhibited.

Sample: B

Score: 4

Transcript of Student's Response

あの、学校を、uh、学校で、勉強つづけ、つける時に、アルバイト、と一緒に、uh
アルバイトを、uh、s- し、する人は、あの、いいバランスを、uh、し、する方がいいと思います。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and is appropriate. The flow of expression is strained because of unnatural hesitation and repetition. Otherwise, the pace is generally consistent. The error in the pronunciation (勉強つづけ、つける) disrupts the flow but does not interfere with comprehensibility, nor does it necessitate special listener effort. The style is appropriate to the situation. The vocabulary is mostly appropriate but limited; there are some issues with collocation (アルバイト、と一緒に、いいバランスを、uh、し、する). The use of grammatical and syntactic structures is mostly appropriate. The response would be stronger with more elaboration or detail, as well as a more appropriate and accurate use of vocabulary and grammatical structures,

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Interpersonal Speaking: Conversation 4 (continued)

Sample: C

Score: 2

Transcript of Student's Response

uhh アルバイトー、の一、ほしい人は、umm, um、仕事に、行くの、行く、の・・・ていねい

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate but incomplete answer. The labored expression, frequent hesitation, and repetition interfere with comprehensibility and necessitate constant listener effort. Insufficient vocabulary and limited control of grammar are evident. This response could have earned a higher score had it been expressed in a complete and proper statement.