

AP[®] JAPANESE LANGUAGE AND CULTURE

2016 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 		

AP[®] JAPANESE LANGUAGE AND CULTURE 2016 SCORING COMMENTARY

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 evaluates speaking skills in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement in English identifying an interlocutor and conversation topic, and a series of four related utterances in Japanese. 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, and all four scores count equally in calculating the total score.

Sample: A

Score: 5

Transcript of Student Response

はじめまして。私の名前は[name of candidate]です。えーと、私は7年生から、えーと、日本語を勉強していますから、えーと、日本に興味があると思います。えーと、よろしくお願ひします。

Commentary

This response suggests emerging excellence in interpersonal speaking. It provides a thorough and appropriate response, including greetings, and self-introductory information, and history of Japanese study and interests. The delivery demonstrates general ease of expression with minor hesitations that do not interfere with comprehensibility. It contains an unnatural phrase; 日本に興味(きょうみ)があると思います which does not interfere with comprehensibility. The response uses complex grammar (私は7年生から、えーと、日本語を勉強していますから) and has a single example of rich vocabulary (興味). It could have earned a higher score if it had included further elaboration and details, smoother delivery, as well as more complex grammatical structures.

Sample: B

Score: 3

Transcript of Student Response

あ、はじめまして。私の名前は[name of candidate]です。um, こちらこそよろしくおねがいします。um, 鈴木さん、こんにちは。

Commentary

This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt with an appropriate greeting and basic self-introductory information, giving a first name, but lacks additional information that might be given in the situation. The pace is inconsistent, marked by some unnatural hesitation, and the fillers (um) are in English. It contains vocabulary inappropriate to the situation (こちらこそ) as well as unnatural flow (um, 鈴木さん、こんにちは). The response would have received a higher score if it had provided additional introductory information, demonstrated greater control of grammatical structures and used a wider variety of vocabulary.

**AP[®] JAPANESE LANGUAGE AND CULTURE
2016 SCORING COMMENTARY**

Interpersonal Speaking: Conversation 1 (continued)

Sample: C

Score: 1

Transcript of Student Response

あー、はい。ありがとう。uh,日本語 uh,uh 日本語キャンプは・・・か、か、かん、かんたん uh,と
思いました。Uh すごいです。

Commentary

This response demonstrates lack of competence in interpersonal speaking. It lacks both a greeting appropriate to the situation and self-introductory information. It addresses the prompt minimally in attempting to make a comprehensible comment about camp. It contains labored expression and repetition (uh, 日本語 uh,uh; か、か、かん、かんたん n uh) which necessitate listener effort. Insufficient vocabulary and control of syntactic structures (日本語キャンプは・・・か、か、かん、かんたん uh,と思いました) significantly interfere with comprehensibility. The response could have earned a higher score if it had contained an appropriate greeting and self-introductory information.

AP[®] JAPANESE LANGUAGE AND CULTURE 2016 SCORING COMMENTARY

Interpersonal Speaking: Conversation 2

Sample: A
Score: 6

Transcript of Student Response

私の日本語を、よくしたいです。この日本語のキャンプで日本語をたくさん練習、できるし、uh このキャンプで日本人に会えるし、い、入りたいです。私はこのキャンプに、い、入ったら、楽しいと思います。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt and provides elaboration and detail. This response is easily understood because it is well organized and coherent with a clear progression of ideas. The flow of expression and the pacing are natural with minimal hesitation, which does not distract from the message. Appropriate register and style are used consistently. The response shows excellent use of grammar and syntax (～し、～し、；入ったら) with no errors.

Sample: B
Score: 4

Transcript of Student Response

Uh, 私は日本語を、uh もっと、uh よく勉強したいと、uh 勉強したいから、uh この、ク、キャンプに入りたいです。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response, but does not include elaboration or details. The grammatical and syntactic structures are simple and contain an error with self-correction (勉強したいと、あ、したいから). The response exhibits some unnatural flow and hesitation, but it does not interfere with comprehensibility. This response would have received a higher score if the student had spoken at a smoother pace and with more control of grammatical and syntactic structures as well as richer vocabulary to explicitly express the reason.

Sample: C
Score: 2

Transcript of Student Response

Uh 私は、キャンプに、はら、はいた、入って、・・・は、uh、は、uh 日本語、を、uh、もう、上手です。つく、に、なく

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt but it requires constant listener effort to understand. It contains labored expression and frequent hesitation which interfere with comprehensibility. The inappropriate vocabulary usage (もう、上手です) and lack of control of grammatical structures (はら、はらた、入って) frequently interfere with comprehensibility and result in fragmented language. This response would have received a higher score if it demonstrated better control of grammatical and syntactic structures.

AP[®] JAPANESE LANGUAGE AND CULTURE 2016 SCORING COMMENTARY

Interpersonal Speaking: Conversation 3

Sample: A

Score: 6

Transcript of Student Response

ああ、えっと、このキャンプで、日本語の漢字を勉強して、色々な、色々な日本語を勉強している生徒たちと話したいです。そして文化についてもっと勉強したいです。

Commentary

This response suggests excellence in interpersonal speaking. It directly addresses the prompt and provides a very thorough and appropriate response including elaboration and details (日本語の漢字を勉強して、色々な、色々な日本語を勉強している生徒たちと話したいです。). The flow of expression and the pacing are natural with minimal repetition (色々な色々な), and the pronunciation is virtually error free. Appropriate register and style are used consistently. The response shows excellent use of grammar and syntax (色々な日本語を勉強している生徒たち). It also contains a range of appropriate vocabulary.

Sample: B

Score: 4

Transcript of Student Response

えーっと、ここに、と、漢字と、話す、話す、も、えっと、練習します。 と、練習したいんですねえ。

Commentary

This response demonstrates competence in interpersonal speaking. This response directly addresses the prompt and is appropriate. The pace is somewhat slow and hesitant, but this does not interfere with comprehensibility. The response contains appropriate but limited vocabulary, and grammatical and syntactic structures are simple with some errors (ここに、話すも). The register is consistent and appropriate. The response would have earned a higher score had it included detail or elaboration, used appropriate syntactic structures, and been delivered at a smoother pace.

Sample: C

Score: 2

Transcript of Student Response

えと一、子供、子供を、子供と、日本語を教えてくる、教え

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate but incomplete answer. Limited control of grammatical and syntactic structures frequently interfere with comprehensibility. Labored expression marked by frequent repetition with some particle errors (子供、子供を、子供と) interferes with comprehensibility. With the use of more appropriate vocabulary and better control of grammar and syntax, this response would have earned a higher score.

**AP[®] JAPANESE LANGUAGE AND CULTURE
2016 SCORING COMMENTARY**

Interpersonal Speaking: Conversation 4

Sample: A

Score: 6

Transcript of Student Response

えっとー、このキャンプには、eh どんな活動しますか。ただー、uh 勉強ばかりですか。それでも、日本の遊びもしますか。それは、uh それか、し、知りたいです。

Commentary

This response directly addresses the prompt and provides a very thorough and appropriate response by asking three questions that connect naturally. It maintains a natural pace with minimal hesitation throughout. Register and style are used consistently and appropriately. Grammar and syntax use are excellent (勉強ばかり) with only minimal errors (このキャンプには should be このキャンプでは; それでも should be それとも). The response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 3

Transcript of Student Response

えっとー・・・このなキャンプに、えっとー・・・えっと、一番好きなアクティビティは・・・なん、何ですか。

Commentary

This response directly addresses the prompt and provides a basic answer. Strained and unnatural flow of expression marked by some hesitation sometimes necessitate listener effort. The grammatical structure and vocabulary are basic and limited (一番好きなアクティビティ). The errors in pronunciation (i.e., このな) sometimes necessitate special listener effort. The response would have earned a higher score if the delivery were smoother and more questions were asked with varied vocabulary and phrases.

Sample: C

Score: 1

Transcript of Student Response

ねう、わかります。えっとー、日本のキャンプを・・・とても・・・いうで、いいです・・・ん

Commentary

This response addresses the prompt marginally. The delivery is extremely labored, and fragmented language (日本のキャンプを・・・とても・・・いうで、いいです・・・ん) requires listener effort. Limited control of grammar and syntax significantly interferes with comprehensibility. This response demonstrates a lack of competence in interpersonal speaking. It would have earned a higher score if it asked a question about the Japanese language camp, the delivery were smoother, and the language use more varied.