
AP[®] Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] JAPANESE LANGUAGE AND CULTURE

2019 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 		

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2019 SCORING COMMENTARY

Interpersonal Writing: Text Chat 1

Sample: A

私はだいたい6時におきまして10時半に寝ます。学校があるから6時におきなければいけないけどもっと寝たいです。

Sample: B

今日は。毎日私が十時に起きて、七時寝ます。

Sample: C

私はねるくじを寝ます。

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Interpersonal Writing: Text Chat 1

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

Overview

Text Chat 1-6 evaluates writing skills in the interpersonal communicative mode by having students respond as part of a simulated exchange of text-change messages. The prompt comprises a statement in English identifying an interlocutor and conversation topic and a series of brief messages to which students respond. Each message consists of a chat entry in Japanese and a brief direction in English that provides guidance on what is expected in that response. Students have 90 seconds to read the message and respond at each turn in the text-chat exchange. Each of the six responses receives a holistic score based on how well it accomplishes the assigned task, and all six scores count equally in calculating the total score.

On this year's exam, students participated in a text-chat with Ryoji Sumida, a student reporter from a sister school, on the topic of healthy habits. To successfully respond to the prompt, students needed to (1) respond to an initial inquiry, (2) state a general opinion about going to bed early, (3) give at least one example of exercise that high school students often do, (4) respond to an inquiry about eating breakfast every day, (5) explain that response, and (6) give advice to students who want to lead a healthy lifestyle.

Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate answer by elaborating on the student's desire to get more sleep. The delivery exhibits natural and easily flowing expression. Orthography and mechanics are virtually error free. The register is consistent and appropriate to the situation. The response contains rich vocabulary (だいたい; もっと) and excellent use of grammatical structures (おきなればいけない; もっと寝たい) with minimal errors (おきまで should be おきて).

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response (十時に起きて、七時寝ます). The use of register is appropriate to the situation. It uses appropriate but limited vocabulary (毎日) and grammatical structures with minimal errors (私が should be 私は; 七時 should be 七時に). This response could have earned a higher score had it contained richer vocabulary, used more complex grammatical structures, and included more elaboration and detail.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt and provides an appropriate but incomplete answer, providing only the time at which the student goes to bed. Limited control of grammatical structure (ねるくじを) interferes with comprehensibility. This response could have earned a higher score if it had answered the question more completely and had it demonstrated better control of language use.

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Interpersonal Writing: Text Chat 2

Sample: A

早く寝ることはとてもいいだと思います。体にいいそうですから。でも、たくさん宿題とか部活があったら、無理だと思います。私はいつも夜に宿題とアルバイトなどしなければいけません。

Sample: B

私は早く寝ることの方がいいと思います。ねるたいせつsで

Sample: C

わもう宿題があったら、早く寝ませんとおもいます。

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Interpersonal Writing: Text Chat 2

Sample: A

Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt by stating an opinion and adding a brief description of the benefit of going to bed early, followed by a thorough explanation about the difficulty of actually doing so. It is well organized with a clear progression of ideas and uses transitional words and conjunctions, such as ~から、でも、~たら. The insertion of *だ* in *いいだ* and *思います* is a minor error and does not interfere with comprehensibility. Register is consistent and appropriate. The response includes rich vocabulary, such as 無理 and 部活.

Sample: B

Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by asserting that it is good to go to bed early. Register is appropriate to the situation. While the response does contain errors (寝ること方が may be 寝ることは ; omission of ことは in ねるたいせつ), they do not interfere with comprehensibility. The orthography error ねるたいせつ *s* で slightly interferes with readability. While ねる is typed with AP kanji (寝る) in the first sentence, it is not converted to kanji in the second sentence. This response could have earned a higher score had it contained more detail and used a wider variety of grammatical structures.

Sample: C

Score: 2

This response suggests a lack of competence in interpersonal writing. The reply addresses the prompt to some extent by describing sleeping habits. However, the answer is incomplete because it does not address the key element of the prompt, which is to state an opinion about going to bed early. A grammatical error (早く寝ませんとおもいます should be 早く寝ないとおもいます) in the second sentence does not affect comprehensibility. However, readability and comprehensibility are both impeded by the orthographical error (わもう) in the first sentence. Similarly, if おもいます were written using AP kanji, it would have strengthened delivery. This response could have earned a higher score had it provided an opinion and exhibited greater control of grammatical structures.

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2019 SCORING COMMENTARY

Interpersonal Writing: Text Chat 3

Sample: A

運動ですか？まあ、ハワイでたくさんの高校生はスポーツとか海に行くことは人気がある運動です。でも、すぼ一つをしなかったら、ダンスもできると思います。

Sample: B

アメリカの高校生はサッカーや水泳や野球いううんどうをよくします。

Sample: C

けんどはにんきなどうぶつです。

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Interpersonal Writing: Text Chat 3

Sample: A**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response including elaboration and detail by mentioning an alternate exercise (ダンス) for people who do not play sports. The expression flows naturally and easily. Orthography and mechanics are virtually error-free except for すぽ一つ. The response consistently uses an appropriate register. A variety of appropriate vocabulary is used (海; 人気). The response uses excellent grammar (人気がある運動です and すぽ一つをしなかったら、ダンスもできると思います。).

Sample: B**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response (サッカー; 水泳; 野球). Errors in orthography (サッカー) and unnatural flow of expression (野球いううんどう) do not interfere with readability. The use of register is appropriate to the situation. This response could have earned a higher score had it included more elaboration or detail.

Sample: C**Score: 1**

This response suggests a lack of competence in interpersonal writing. It marginally addresses the prompt (けんどう for 剣道). Inappropriate use of vocabulary (にんきなどうぶつです) interferes with comprehensibility. This response could have earned a higher score had it provided a complete answer with better use of language.

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Interpersonal Writing: Text Chat 4

Sample: A

私はヨーグルトとグラノルアを食べます。作りやすいし、おいしいです。栄養もたくさん入っています。

Sample: B

私も毎日朝ごはんを食べます。たいていパンケエヒを食べます。おいしいです。

Sample: C

まいんちじぶんのたべものおすくります。じぶんのぶんだけす

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Interpersonal Writing: Text Chat 4

Sample: A**Score: 6**

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt and provides a very thorough and appropriate response with elaboration and detail, including reasons for the student's breakfast preferences. It flows easily and includes a variety of vocabulary and structures (e.g., 作りやすいし; 栄養もたくさん入っています). Although it contains a minor orthographic error グラノルア, the use of register is consistent and appropriate to the situation, and the use of grammar is excellent with no errors.

Sample: B**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. Register is consistent and appropriate to the situation. The vocabulary is appropriate but limited (e.g., 食べます; おいしい). An orthographic error (パンケエヒ for パンケーキ) does not interfere with comprehensibility. Grammatical structures are simple. This response could have earned a higher score had it included elaboration or detail and used a wider variety of vocabulary and grammatical structures.

Sample: C**Score: 2**

This response suggests a lack of competence in interpersonal writing. It attempts to directly address the prompt. However, the labored expression and the word choice result in an incomplete answer. Errors in orthography (まいんち; たべものお; すくります) are frequent and significantly interfere with comprehensibility. This response could have earned a higher score had it provided a complete answer with better use of language.

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Interpersonal Writing: Text Chat 5

Sample: A

朝でおなかがすいてますから。そして、学校のためにしゅうちゅうをいりし、朝ごはんを食べます。

Sample: B

私は時間がありませんっですから。でも、食べたい。

Sample: C

たべもののうちでたべたです。

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Interpersonal Writing: Text Chat 5

Sample: A**Score: 5**

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt (朝でおなかがすいてますから) and includes elaboration and detail (学校のためにしゅうちゅうをいるし、朝ごはんを食べます). The response generally exhibits ease of expression and contains a variety of vocabulary (e.g., ため; しゅうちゅう; いる). Except for a missing い in すいてます, the register is appropriate to the situation. The response demonstrates appropriate use of grammar for the most part, with sporadic errors in complex structures (e.g., しゅうちゅうをいるし). This response could have earned a higher score had it contained more complex grammatical structures, richer vocabulary, and more elaboration and detail.

Sample: B**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt (私は時間がありませんっですから) and demonstrates appropriate use of grammatical structures. Strained or unnatural flow (ありませんっですから) does not interfere with comprehensibility. The response contains appropriate but limited vocabulary (e.g., 時間; 食べたい). This response could have earned a higher score had it contained more elaboration and detail. A wider variety of vocabulary and grammatical structures would have improved the quality of the response, as well.

Sample: C**Score: 1**

This response suggests a lack of competence in interpersonal writing. It addresses the prompt minimally by referencing food (たべもの) and eating (たべた). Insufficient vocabulary impedes comprehensibility, and limited control of grammatical structures (たべもののうち; たべた) significantly interferes with comprehensibility. This response could have earned a higher score had it more clearly addressed the prompt with better control of grammatical structures.

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Interpersonal Writing: Text Chat 6

Sample: A

体いい生活がしたい高校生は毎日よく、早く寝ることのほうがいいと思います。そして、健康的な食べ物を食べるのほうがいいと思います。毎日運動します。

Sample: B

私のアドバイスは学校でいっぱいお水をのみます。お水が一番大事なと思います。

Sample: C

天気な食べ物をたべます。野菜とマクドナルドの方がやさいはもっと

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Interpersonal Writing: Text Chat 6

Sample: A**Score: 5**

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt and provides a thorough and appropriate response that includes elaboration and details, such as sleeping, healthy eating, and exercise. The delivery exhibits ease of expression. It contains a variety of vocabulary (健康的な) and appropriate use of grammatical and syntactic structures (ほうがいいと思います), with sporadic errors (体いい should be 体にいい; 早く寝ることのほうが should be 早く寝るほう; 食べるのほう should be 食べるほう). The error in mechanics (comma after 毎日) is insignificant. This response would have earned a higher score had it contained rich vocabulary and more variety and control of grammatical and syntactic structures.

Sample: B**Score: 4**

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response. Errors in complex structures (私のアドバイスは ... のみです should be 私のアドバイスは ... のむことです; 大事な should be 大事だ) do not interfere with readability. This response would have earned a higher score had it contained elaboration and details and displayed more control of grammatical and syntactic structures.

Sample: C**Score: 2**

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt and provides an appropriate but incomplete answer. Insufficient, inappropriate vocabulary significantly interferes with readability (天気な食べ物 may be 元気が出る食べ物). Limited control of grammatical and syntactic structures in an incomplete response significantly interferes with comprehensibility (野菜とマクドナルドの方がやさいはもっと may be 野菜とマクドナルドを比べると野菜のほうがもっと). This response would have earned a higher score had it displayed better control of language, in terms of vocabulary and grammar.