
AP[®] Japanese Language and Culture

Sample Student Responses and Scoring Commentary

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Interpersonal Speaking—Conversation

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Question 3: Conversation

6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests emerging competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests emerging excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	<ul style="list-style-type: none"> Addresses prompt minimally or marginally 	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer 	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer 	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response 	<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"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail
DELIVERY	<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"> 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"> 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"> 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"> 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"> Natural, easily flowing expression Natural pace with minimal hesitation or repetition Pronunciation virtually error free Consistent use of register and style appropriate to situation
LANGUAGE USE	<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 	<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 	<ul style="list-style-type: none"> Some inappropriate vocabulary and idioms interfere with comprehensibility Errors in grammatical and syntactic structures sometimes interfere with comprehensibility 	<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 	<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 	<ul style="list-style-type: none"> Rich vocabulary and idioms Excellent use of grammar and syntax, with minimal or no errors

Score of 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

NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs

Interpersonal Speaking: Conversation 1

Note: Students' 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 students' speaking skills in the interpersonal communicative mode through simulated conversations. It begins with an English statement introducing an interlocutor and conversation topic: *You will have a conversation with Chie Hisano, a Japanese teacher at your school, about your preparation for a trip to Japan.* This is followed by a series of four related prompts in Japanese. After each prompt, students have 20 seconds to respond.

Students engaged in a conversation on this year's exam with Chie Hisano, a Japanese teacher at their school, discussing their upcoming trip to Japan.

To succeed in the task, students needed to:

1. respond to the interlocutor's inquiry about precautions in Japan;
2. suggest activities for the long flight;
3. mention a place they are eager to visit in Japan; and
4. respond to the interlocutor's encouragement for an enjoyable trip.

Each of the four responses is evaluated holistically based on how well it accomplishes the assigned task.

Sample: A

Score: 6

Transcript of Student Response

はい、来年、日本に行きます。気を、つけてのことは、なんか夜に、出かけないことと思いますけど、日本は、だいたい安全としますので、大丈夫と思います。

Commentary

This response demonstrates excellence in interpersonal speaking. It provides a very thorough and appropriate response (i.e., 気を、つけてのことは、なんか夜に、出かけないことと思います), including elaboration and detail by mentioning overall safety in Japan (i.e., 日本は、だいたい安全としますので、大丈夫と思います). The expression is naturally flowing with minimal hesitation. The pronunciation is virtually error free, and the register and style are appropriate to the situation. The response contains rich vocabulary (e.g., なんか; 出かけない; だいたい; 安全) and complex syntactic structures with minimal errors (e.g., 気を、つけてのことは for 気をつけることは; 安全としますので for 安全だと思います).

Interpersonal Speaking: Conversation 1 (continued)

Sample: B

Score: 4

Transcript of Student Response

はい、たぶん、カバンと、荷物を、守るのが、大切と思います。そして、パスポートを、いつも、ありますのが

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (i.e., カバンと、荷物を、守るのが、大切と思います; パスポートを、いつも、あります). The pace is generally consistent with some strained or unnatural flow of expression that does not interfere with comprehensibility. Register and style are appropriate to the situation with use of the *ます* form. Vocabulary use is generally appropriate, and inappropriate use of vocabulary, such as パスポートを、いつも、あります for パスポートを、いつも、持ちます, does not necessitate special listener effort. The response exhibits appropriate grammar use with minor errors (e.g., 大切と思います should be 大切だと思います). This response would have earned a higher score had it provided elaboration and detail and included more complex grammatical structures.

Sample: C

Score: 2

Transcript of Student Response

[long silence] あ、気をつけないと、いってないのは、あー、たくさん [long pause] 忘れないことを、あ、それは、・・・うーん

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally by making a general statement of things travelers are not supposed to forget (i.e., たくさん。忘れないことを), but the answer is incomplete as it does not specifically mention things not to forget. Labored expressions and frequent hesitations (e.g., ・ ・ あ、気をつけないと; あ、それは、・・・うーん) interfere with comprehensibility. Insufficient vocabulary, such as the phrase いってないのは missing a word, results in fragmented language (i.e., 忘れないことを、あ、それは、・・・うーん). This response would have earned a higher score had it more directly addressed the prompt and exhibited a better control of language.

Interpersonal Speaking: Conversation 2

Sample: A

Score: 6

Transcript of Student Response

私は、クロシェが好きだから、飛行機でもっとクロシェのプロジェクトをします。例えば、かばんをつ、つくります。そして、うん、本を読むのが好きだから、好きな本を読みます。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt thoroughly and appropriately, including elaboration and detail about activities during the long flight (i.e., クロシェのプロジェクトをします ; 好きな本を読みます). The flow of expression is natural and is easily understood. The pronunciation is virtually error free with minimal fillers and consistent use of register and style. The response demonstrates excellent use of grammar and syntax (i.e., 好きだから ; 本を読むのも好きだから) with minimal hesitation (i.e., つ、つくります ; うん、本を読むのが).

Sample: B

Score: 4

Transcript of Student Response

水飲むことがいいだと思います。私は、あ、飛行機にちょっと、あ、リラックスできないので、水はいつもあ、手伝います。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (i.e., 水飲むことがいいだと思います). The pace is generally consistent with some unnatural pauses (e.g., repeated use of “あ”) that do not interfere with the message. Errors in grammar do not interfere with comprehensibility (e.g., 水飲む ; 水はいつも手伝います). Pronunciation, as well as register and style, is appropriate. This response would have earned a higher score had it contained a greater variety of vocabulary and idioms and more complex structures.

Sample: C

Score: 2

Transcript of Student Response

私は、フライトーのは、しっかたで、・・それにー、うっ、それとにーねましたーとー、えっーほん

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally with a mention of the flight and one activity (それとにーねましたー) and a suggestion of another (ほん), but the response is incomplete. Labored expressions frequently interfere with comprehensibility. In addition, limited vocabulary and grammar control interferes with comprehensibility (フライトーのは、しっかたで). This response would have earned a higher score had it shown better control of vocabulary and grammar.

Interpersonal Speaking: Conversation 3

Sample: A

Score: 6

Transcript of Student Response

多分、東京です。東京は、あ、あまり伝統的じゃないけど、あ、たくさん楽しいことがあります。あ、たとえば、秋葉原。私ゲーム大好きだから、秋葉原、絶対行きたいです。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt thoroughly and appropriately, including elaboration and detail through its knowledge about Tokyo (i.e., 多分、東京です。東京は、あ、あまり伝統的じゃないけど、あ、たくさん楽しいことがあります) and a specific example with a reason (i.e., たとえば、秋葉原。私ゲーム大好きだから). The flow of expression is natural and is easily understood. The pronunciation is virtually error free with minimal fillers. The response consistently uses the appropriate register and style for the situation with minimal errors (i.e., 伝統的じゃないけど for 伝統的ではありませんが). The response uses complex structures with appropriate cohesive devices (e.g., たとえば ; ~から) with minimal errors (じゃないけど for じゃないけど or じゃありませんが).

Sample: B

Score: 4

Transcript of Student Response

あー、私は、日本のコンビニをいきます。行きーます。一番をいきます。コンビニはちょっとおもしろいと、あーおいしい食べ物が、たくさんです。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (i.e., 私は日本のコンビニをいきます). Somewhat strained flow of expression (i.e., コンビをいきます。行きーます), hesitation (i.e., あー), and repetition (i.e., コンビをいきます。行きーます。一番をいきます) do not interfere with comprehensibility. Inappropriate vocabulary (e.g., コンビ) does not necessitate special listener effort. The response consistently uses the appropriate register and style for the situation. The response contains appropriate use of grammatical and syntactic structures with minor errors that do not interfere with comprehensibility (e.g., コンビをいきます ; 一番をいきます ; おもしろいと ; たくさんです). This response would have earned a higher score had it had appropriate use of grammar and more variety of vocabulary and idioms.

Interpersonal Speaking: Conversation 3 (continued)

Sample: C

Score: 2

Transcript of Student Response

あー、私は・・・和食の・・・和食の・・・和食がたべたいです。そして、あの一・・・えっと。

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally, mentioning only what the speaker wants to do (i.e., 和食がたべたいです). The response is incomplete as it does not explicitly mention where to go. Frequent hesitation and repetition interfere with comprehensibility (e.g., 和食の・・・和食の・・・和食がたべたいです). This response would have earned a higher score had it directly addressed the prompt and exhibited a better control of language.

Interpersonal Speaking: Conversation 4

Sample: A

Score: 6

Transcript of Student Response

はい、私もみんなが楽しめるりょこうになったらいいです。なんのじくもなくで、あー、いろんな文化を体験したり、いろんな食べ物を食べたり、もー、そして いろんな人に出会って、日本語と会話をしてみなけれ、しま、体験すると思います。

Commentary

This response demonstrates excellence in interpersonal speaking. It provides a very thorough and appropriate response, including elaboration (e.g., なんのじくもなくで) and details of things the student wants to do in Japan (e.g., いろんな文化を体験したり、いろんな食べ物を食べたり; いろいろな人に出会って、日本語と会話をして). The response is natural and flowing with minimal hesitation. It has virtually error-free pronunciation with consistent use of register and style that is appropriate for the situation. It contains rich vocabulary (e.g., 体験したり; 出会って) and excellent use of syntactic structures (e.g., みんなが楽しめるりょこうになったらいいです; いろんな文化を体験したり、いろんな食べ物を食べたり).

Sample: B

Score: 4

Transcript of Student Response

はい、とてもたのしい、です。えーと、がんばって、このひこうきは長いです。あー、ひこうきー、のあとでとても楽しい、と思います。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (i.e., はい、とてもたのしい、です). The pace is generally consistent with some unnatural flow of expression that does not interfere with comprehensibility (e.g., えーと、がんばって; あー、ひこうきー、のあとで). The response consistently uses register and style that are appropriate to the situation. Use of appropriate but limited vocabulary and grammatical structures does not interfere with comprehensibility significantly (e.g., がんばって、このひこうきは長いです). The response generally exhibits appropriate grammar but is limited to simple structures. This response would have earned a higher score had it contained a more thorough response and a better use of language.

Interpersonal Speaking: Conversation 4 (continued)

Sample: C

Score: 2

Transcript of Student Response

はい、ありがとうございます。あー[long pause] りょこう、しています。ありがとう。じゃねー

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate (i.e., はい、ありがとうございます) but incomplete answer (i.e., りょこう、しています). The response uses register and style that are inappropriate to situation (i.e., じゃねー). Insufficient vocabulary and limited control of grammar result in fragmented language. This response would have earned a higher score had it exhibited more information and a better control of language.