
AP[®] Japanese Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

Interpersonal Speaking—Conversation

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

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 spelling and 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

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

Sample: A

Score: 6

Transcript of Student’s Response(s)

田中さん、こんにちは。はい、朝のラッシュが、とても忙しくて、あのう、遅くなってほんとに、すみませんでした。あの、長く待っていましたか。本当に遅くなって、申し訳ございません。

Commentary

This response demonstrates excellence in interpersonal speaking. It provides a very thorough, appropriate response (i.e., 朝のラッシュが、とても忙しくて), including elaboration and detail by apologizing for being late (i.e., 遅くなってほんとに、すみませんでした; 本当に遅くなって、申し訳ございません) and expressing concern for the interlocutor (i.e., 長く待っていましたか). Expression is naturally flowing with minimal hesitation. Pronunciation is virtually error free with no fillers, and the register and style are appropriate to the situation. Somewhat unnatural expressions such as 忙しくて, which should be こんでいて, do not interfere with comprehensibility. The response contains excellent use of grammar, including humble style (i.e., 申し訳ございません) and a compound expression (i.e., 遅くなって、ほんとに、すみませんでした).

Interpersonal Speaking: Conversation 1 (continued)**Sample: B****Score: 4****Transcript of Student's Response(s)**

そうですね。たくさん車がありましたけど、あー、大丈夫だったね。あのうー、それじゃあー、あのうー、この、歴史の、博物館、は、おもしろいですね。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (i.e., たくさん車がありましたけど、あー、大丈夫だったね) with additional information regarding the location of the part time job (i.e., この、歴史の、博物館、は、おもしろいですね). The pace is generally consistent with some unnatural pauses (e.g., repeated use of あのう; この、歴史の、博物館、は) that do not interfere with the message. Despite a lapse (i.e., 大丈夫だったね), register and style are otherwise consistent. Vocabulary and grammatical and syntactic structure use are generally appropriate but limited (e.g., 車がありました; 大丈夫だった). This response would have earned a higher score had it provided elaboration and detail and included more complex grammatical structures and a greater variety of vocabulary.

Sample: C**Score: 2****Transcript of Student's Response(s)**

おはようございまーす。はい、車が一、あっありますk。でも一、車が一・・えっと一、車は一・・より、すきじゃない。

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally with a greeting (i.e., おはようございまーす) and a mention of a car (i.e., 車が), but the response is incomplete since it is not clear how liking cars is related to the rush hour. Labored expressions, frequent hesitations and repetition (e.g., 車が一・・えっと一、車は一), and an error in pronunciation (i.e., ありますk) interfere with comprehensibility. Register and style are not consistently appropriate to the situation (e.g., ありますk; すきじゃない). In addition, limited vocabulary and grammar control (e.g., 車は一・・より) frequently interfere with comprehensibility. This response would have earned a higher score if it had addressed the prompt more directly and thoroughly and demonstrated a better control of language.

Interpersonal Speaking: Conversation 2

Sample: A

Score: 6

Transcript of Student's Response(s)

私は小学校から歴史が大好きだったので、えっと、もっと一研究したい、ので、えっと一、このアルバイトをしたいです。えーっと、そして、こ、この一、あ、ところでいい空気があるので、えっと、いいと思います。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt with a very thorough, appropriate response that cites multiple reasons (i.e., 小学校から歴史が大好きだった; もっと一研究したい; いい空気がある). The flow is smooth and natural, with only minimal hesitation while searching for words (e.g., こ、この一、あ、ところで). Several filled pauses (e.g., えっと一) are in Japanese and sound natural. Pronunciation is excellent, and the use of formal register is consistent and appropriate (～です; ～と思います). The response includes relatively rich vocabulary (e.g., 研究; 空気), although 空気 is not the best word choice here (雰囲気 would be more appropriate). There are no grammatical errors.

Sample: B

Score: 4

Transcript of Student's Response(s)

はい。アルバイトをしたいです。アルバイトは、お金が、umm tsk um あります。そして、あー、新しい人を会っている、できます。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response by giving two reasons (i.e., お金が、umm tsk um あります; 新しい人を会っている、できます). The pace is generally consistent, with one example of unnatural hesitation (i.e., お金が、umm tsk um あります). Pronunciation is good, and the use of register is accurate and consistent (e.g., したいです; あります; できます). Vocabulary is relatively limited (e.g., お金が、umm tsk um あります, which seems to imply お金がもらえます). Grammatical structures are mostly simple, but one attempt at a more complex structure is inaccurate but comprehensible (e.g., 新しい人を会っている、できます should be 新しい人に会えます). The response would have earned a higher score had it demonstrated a greater variety of vocabulary and better control of more complex grammatical structures.

Interpersonal Speaking: Conversation 2 (continued)**Sample: C****Score: 2****Transcript of Student's Response(s)**

ああ、あ、あ、あ、えっとー、私の学生は、ので、うーん、あつ、ちょっとー、あ、お金がー
[inhaling] あっーとー、つかーr、つかいです。

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt and attempts to provide an appropriate answer: the speaker is a student and thus uses (and needs) money (i.e., あ、お金がー). However, because of a lack of control over grammar and vocabulary, the meaning is not entirely clear. Labored expression and many hesitations (e.g., ああ、あ、あ、あ、えっとー) interfere with comprehensibility. The vocabulary is very limited (e.g., content words are limited to 私, 学生, お金, and what may be an attempt at 使う). The response demonstrates a lack of control of grammatical structures (e.g., 私の学生は、ので may mean 私は学生なので; お金がー[inhaling] あっーとー、つかーr、つかいです may mean お金を使います), resulting in fragmented language. This response would have earned a higher score had the delivery, vocabulary, and grammar not frequently interfered with comprehensibility.

Interpersonal Speaking: Conversation 3

Sample: A

Score: 6

Transcript of Student's Response(s)

えー、私は、たぶん、明治維新に一番興味があります。えっと、自分の歴史の授業で学んだことがあって、え、それはどうやって、えっと、何がおかったのか興味があります。

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt thoroughly and appropriately, including elaboration and detail about what part of Japanese history interests the student most (i.e., 私は、たぶん、明治維新に一番興味があります。えっと、自分の歴史の授業で学んだことがあって) and a specific example with a reason (e.g., それはどうやって; 何がおかったのか興味があります). The flow of expression is natural and easily understood (e.g., 学んだことがあって; それは). Pronunciation is virtually error free with few fillers (e.g., えっと) and consistent use of register and style. The response demonstrates use of rich vocabulary (e.g., 明治維新; 興味) and excellent grammar, with a single error (e.g., おかったのか).

Sample: B

Score: 4

Transcript of Student's Response(s)

えっと、江戸時代が大好きです。あー、えっと、将軍とさむらいは、とてもおもしろいことです。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (i.e., 江戸時代が大好きです). The unnatural flow of expression (i.e., 将軍とさむらいは、とてもおもしろいことです) does not interfere with comprehensibility. The pace is generally consistent with some unnatural hesitation (e.g., えっと), but this does not interfere with comprehensibility. The use of historical terms (e.g., 江戸時代; 将軍) demonstrates understanding of Japanese history, but the response uses those terms in simple structures. Grammatical and syntactic structures are generally appropriate with some errors (e.g., とてもおもしろいことです) that do not interfere with comprehensibility. This response would have earned a higher score had it demonstrated appropriate use of grammar and more complex structures.

Interpersonal Speaking: Conversation 3 (continued)**Sample: C****Score: 2****Transcript of Student's Response(s)**

[silence] 好きで一す、アートの、あ、日本語、好き、私・・・に、好き・・・アートも

Commentary

This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt with an appropriate but incomplete answer (i.e., アートの; 日本語、好き、私・・・に、好き・・・アートも). Labored expression interferes with comprehensibility (e.g., 私・・・に、好き・・・アートも). The inappropriate, limited use of vocabulary frequently interferes with comprehensibility (e.g., 日本語; アート; 好き・・・アート). Limited control of grammatical and syntactic structures is evidenced by the absence of particles and incorrect word order, which frequently results in fragmented language (e.g., 好きで一す、アート; 私・・・に、好き・・・アート). This response would have earned a higher score had it directly addressed the prompt.

Interpersonal Speaking: Conversation 4

Sample: A

Score: 6

Transcript of Student's Response(s)

えっと、私は、えっと、平日に、um 放課後はちょっと忙しいから、多分 um 週末にもっと暇時間があるから、um 多分土曜日 um 一時間はいいいと思います。あなたは、どう、思い

Commentary

This response demonstrates excellence in interpersonal speaking. It directly addresses the prompt thoroughly and appropriately (i.e., 土曜日 um 一時間はいいいと思います), including elaboration and detail by stating reasons (e.g., 放課後はちょっと忙しいから). It flows naturally and is easily understood, with a natural pace and minimal hesitation. Pronunciation is virtually error free with few fillers. The register and style are appropriate to the situation and use rich vocabulary (e.g., 平日; 放課後; 暇時間). Grammar use is excellent (e.g., 多分土曜日 um 一時間はいいいと思います).

Sample: B

Score: 4

Transcript of Student's Response(s)

毎日、いいだ、です。でも、木曜日は私は、とても忙しいです。でも、毎日、いいです。

Commentary

This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (i.e., 毎日、いいです). The unnatural flow of expression does not interfere with comprehensibility. The pace is generally consistent with some hesitation (pauses). The grammar and syntax are appropriate, but they are limited to simple structures (e.g., 毎日、いいだ、です。でも、毎日、いいです。). This response would have earned a higher score had it included elaboration using more complex syntactic structures.

Sample: C

Score: 2

Transcript of Student's Response(s)

えっー・・・と、僕は・・・、えっと、夏休みーは、えっーとー、ろくー・・・し、4月、うん、4月から5げつからまで

Commentary

This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally with an appropriate but incomplete answer (i.e., 夏休みーは、えっーとー), and some of the response is not comprehensible (e.g., ろくー・・・し、4月、うん、4月から5げつからまで). Labored expressions and hesitations interfere with comprehensibility (e.g., 4月から5げつからまで), as do insufficient vocabulary and idioms (e.g., 5げつ). Limited control of language frequently interferes with comprehensibility. This response would have earned a higher score had it more clearly articulated a starting time.