Question 1: Text Chat

Prompt/directions:
You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds to respond. You should respond as fully and as appropriately as possible.

You will have a conversation with Mika Tanaka, a Japanese student who will attend your school, about school.

1. **Respond.**
   はじめまして。今年の9月からそちらの高校に一年間行くことになった田中美花と言います。よろしく。

2. **Respond.**
   とても楽しみにしているんですけど、あなたの学校はどんな学校ですか。

3. **Give your opinion.**
   日本語のクラスが人気があるって聞いてんですけど、あなたの学校はどんな学校ですか。

4. **Give some examples.**
   そうですね。それから、日本語のクラスのみなさんへのおみやげは、何がいいでしょうか。

5. **Give advice.**
   ああ、いいですね。ところで、そちらに一年間いることになっているんですが、どんな服を持って行ったらいでしょうか。

6. **Ask some specific questions.**
   分かりました。それから、私の学校のこともお話したいんですが、何が知りたいですか。
**General Scoring Notes**

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.
<table>
<thead>
<tr>
<th>TASK COMPLETION</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Very weak</strong></td>
<td>• Addresses prompt minimally or marginally</td>
<td>• Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility</td>
</tr>
<tr>
<td><strong>2 Weak</strong></td>
<td>• Directly addresses prompt and provides an appropriate but incomplete answer</td>
<td>• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</td>
</tr>
<tr>
<td><strong>3 Adequate</strong></td>
<td>• Directly addresses prompt and provides a basic but appropriate answer</td>
<td>• Limited control of grammatical and syntactic structures frequently interfere with comprehensibility or results in very fragmented language</td>
</tr>
<tr>
<td><strong>4 Good</strong></td>
<td>• Directly addresses prompt and provides an appropriate response</td>
<td>• Limited control of grammatical and syntactic structures sometimes interfere with comprehensibility</td>
</tr>
<tr>
<td><strong>5 Very good</strong></td>
<td>• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</td>
<td>• Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</td>
</tr>
<tr>
<td><strong>6 Excellent</strong></td>
<td>• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</td>
<td>• Limited control of grammatical and syntactic structures sometimes interfere with comprehensibility or results in very fragmented language</td>
</tr>
</tbody>
</table>

**Scoring Guidelines for Question 1: Text chat**

**Skills:**

<table>
<thead>
<tr>
<th>1A</th>
<th>4A</th>
<th>8A</th>
<th>6B</th>
<th>6C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**6 points**

**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

**BLANK:** (no response)
Question 4: Cultural Perspective Presentation

Prompt/Directions:
Imagine that you are making an oral presentation to your Japanese class. First you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as full as possible.

(N) Present your own view or perspective on Japanese beliefs and/or values. Discuss at least FIVE aspects or examples of Japanese beliefs and/or values.

Begin with an appropriate introduction, give details, explain your own view or perspective, and end with a concluding remark.
### Scoring Guidelines for Question 4: Cultural Perspective Presentation

**Skills:**  
- 2A  
- 4.0  
- 7.0  
- 7.5  
- 7.0  
- 6 points

<table>
<thead>
<tr>
<th>Score</th>
<th>Very Weak</th>
<th>Weak</th>
<th>Adequate</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrates lack of competence in presentational speaking and cultural knowledge</td>
<td>Suggests lack of competence in presentational speaking and cultural knowledge</td>
<td>Suggests competence in presentational speaking and cultural knowledge</td>
<td>Demonstrates competence in presentational speaking and cultural knowledge</td>
<td>Suggests emerging excellence in presentational speaking and cultural knowledge</td>
<td>Demonstrates excellence in presentational speaking and cultural knowledge</td>
</tr>
<tr>
<td>TASK COMPLETION</td>
<td>• Presentation addresses prompt only minimally</td>
<td>• Presentation addresses topic only marginally or addresses only some aspects of prompt</td>
<td>• Presentation addresses topic directly but may not address all aspects of prompt</td>
<td>• Presentation addresses almost all aspects of prompt, including explanation of view or perspective</td>
<td>• Presentation addresses all aspects of prompt, including explanation of view or perspective</td>
<td>• Presentation addresses all aspects of prompt with thoroughness and detail, including explanation of view or perspective</td>
</tr>
<tr>
<td>LANGUAGE USE</td>
<td>• Lacks organization and coherence</td>
<td>• Scattered information generally lacks organization and coherence; infrequent use of transitional elements and cohesive devices</td>
<td>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices</td>
<td>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent</td>
<td>• Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices</td>
<td>• Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices</td>
</tr>
<tr>
<td>DELIVERY</td>
<td>• Labored expression constantly interferes with comprehensibility</td>
<td>• Labored expression frequently interferes with comprehensibility</td>
<td>• Strained or unnatural flow of expression sometimes interferes with comprehensibility</td>
<td>• Strained or unnatural flow of expression does not interfere with comprehensibility</td>
<td>• Generally exhibits ease of expression</td>
<td>• Natural, easily flowing expression</td>
</tr>
<tr>
<td></td>
<td>• Constant hesitation or repetition</td>
<td>• Frequent hesitation or repetition</td>
<td>• Inconsistent pace marked by some hesitation or repetition</td>
<td>• Generally consistent pace with some unnatural hesitation or repetition</td>
<td>• Smooth pace with occasional hesitation or repetition, which does not distract from the message</td>
<td>• Natural pace with minimal hesitation or repetition</td>
</tr>
<tr>
<td></td>
<td>• Frequent errors in pronunciation necessitate intense listener effort</td>
<td>• Frequent errors in pronunciation necessitate special listener effort</td>
<td>• Errors in pronunciation sometimes necessitate special listener effort</td>
<td>• Errors in pronunciation do not necessitate special listener effort</td>
<td>• Infrequent or insignificant errors in pronunciation</td>
<td>• Pronunciation virtually error free</td>
</tr>
</tbody>
</table>
| | • Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language | • Errors in grammatical and syntactic structures sometimes interfere with comprehensibility | • Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures | • Variety of appropriate grammatical and syntactic structures, with sporadic errors in complex structures | • Variety of appropriate grammatical and syntactic structures, with minimal or no errors | | • Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility | • Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility | • Some inappropriate vocabulary and idioms interfere with comprehensibility | • Appropriate but limited vocabulary and idioms | • Variety of vocabulary and idioms, with sporadic errors | | • Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language | • Limited control of grammatical and syntactic structures frequently interfere with comprehensibility | | | | | **continued on next page**
0: UNACCEPTABLE Contains nothing that earns credit
- Mere restatement of the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- Not in Japanese

BLANK (although recording equipment is functioning) or mere sighs