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# AP<sup>®</sup> Japanese Language and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Interpersonal Writing—Text Chat**

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

**Question 1: Text Chat**

**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
	<b>Demonstrates lack of competence in interpersonal writing</b>	<b>Suggests lack of competence in interpersonal writing</b>	<b>Suggests emerging competence in interpersonal writing</b>	<b>Demonstrates competence in interpersonal writing</b>	<b>Suggests emerging excellence in interpersonal writing</b>	<b>Demonstrates excellence in interpersonal writing</b>
<b>TASK COMPLETION</b>	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> </ul>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> </ul>
<b>DELIVERY</b>	<ul style="list-style-type: none"> <li>Labored expression constantly interferes with comprehensibility</li> <li>Errors in orthography and mechanics very frequent or significantly interfere with readability</li> <li>Constant use of register and style inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Labored expression frequently interferes with comprehensibility</li> <li>Errors in orthography and mechanics frequent or interfere with readability</li> <li>Frequent use of register and style inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression sometimes interferes with comprehensibility</li> <li>Errors in orthography and mechanics may be frequent or interfere with readability</li> <li>Use of register and style appropriate to situation is inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Strained or unnatural flow of expression does not interfere with comprehensibility</li> <li>Errors in orthography and mechanics do not interfere with readability</li> <li>May include several lapses in otherwise consistent use of register and style appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Generally exhibits ease of expression</li> <li>Infrequent or insignificant errors in orthography and mechanics</li> <li>Consistent use of register and style appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Natural, easily flowing expression</li> <li>Orthography and mechanics virtually error free</li> <li>Consistent use of register and style appropriate to situation</li> </ul>
<b>LANGUAGE USE</b>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility</li> <li>Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</li> <li>Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language</li> </ul>	<ul style="list-style-type: none"> <li>Some inappropriate vocabulary and idioms interfere with comprehensibility</li> <li>Errors in grammatical and syntactic structures sometimes interfere with comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate but limited vocabulary and idioms</li> <li>Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures</li> </ul>	<ul style="list-style-type: none"> <li>Variety of vocabulary and idioms, with sporadic errors</li> <li>Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures</li> </ul>	<ul style="list-style-type: none"> <li>Rich vocabulary and idioms</li> <li>Excellent use of grammar and syntax, with minimal or no errors</li> </ul>

**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)**

## Interpersonal Writing: Text Chat 1

### Sample: A

秋祭り楽しみだね。僕は初めてだからわくわくするんだ。僕は金曜日と日曜日に用事があるから土曜日に行っ  
ていいかな？

### Sample: B

金曜日で行きましょう。秋祭りからとてもたのしみにしています！

### Sample: C

2 : 30に行きこ、そのりゅうは、

## 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-chat 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.

On this year's exam students participated in a text chat with Maya Miura, a friend, about an upcoming event. In this exchange, students needed to (1) state a preference for when to go to the festival, (2) give an opinion about the best method to go there, (3) explain the reason for wanting to go to the event early, (4) give an example of what they want to do at the festival, (5) state what they will wear, and (6) give a suggestion for what to do if it rains. Each of the six responses receives a holistic score based on how well it accomplishes the assigned task.

### Sample: A

#### Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt by stating a preference to attend the festival on Saturday and adds elaboration by explaining the reason for suggesting that day (僕は金曜日と日曜日に用事があるから土曜日に行っていていいかな?). The delivery exhibits natural and easily flowing expression. Orthography and mechanics are virtually error free with a minor error (わくわう should be わくわく). The register is consistent and appropriate to the situation. The response contains excellent use of grammatical structures (一だよね; 一だから; 一があるから; 一でいいかな).

### Sample: B

#### Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt and provides an appropriate response (金曜日で行きましょう). The vocabulary is appropriate but limited. Register is consistent and appropriate to the situation. Grammatical structures contain some errors that do not interfere with comprehensibility (金曜日で should be 金曜日に; 秋祭りから should be 秋祭りだから). 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 and appropriately addresses the prompt, but the answer is incomplete since it does not state the preferred day to attend the festival. Limited control of grammatical structures (2 : 3 0に行きこ) interferes with comprehensibility. This response could have earned a higher score had it answered the question more completely and demonstrated better control of language use.

## Interpersonal Writing: Text Chat 2

### Sample: A

わたしはバスを乗って行った方がいいと思う。なぜなら、バスが一番安いし早いと思うからよ。

### Sample: B

イベントはどこですか。私は うんてんするを 出来ます。そして、車があります。

### Sample: C

じゃしんをのります。

## Interpersonal Writing: Text Chat 2

### Sample: A

#### Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt by offering an opinion about the best mode of transportation to take to the festival (わたしはバスを乗って行った方がいいと思う). The second sentence provides additional detail by describing the benefits of riding a bus (cheap, fast). Delivery is very good and generally exhibits ease of expression. While there is only one orthographical error (早い should be 速い), it is not an insignificant one as it can affect the meaning. Register is consistent and appropriate to the situation. The response contains appropriate use of grammatical and syntactic structures with a sporadic error (バスを乗って should be バスに乗って). This response could have earned a higher score had it included richer vocabulary and greater variety of syntactic structures.

### Sample: B

#### Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt by stating that the writer is capable of driving to the festival (私は うんてんするを 出来ます). Vocabulary is appropriate but limited. There is an error in orthography (イベント), but it does not interfere with readability. Sentence structures are simple and limited. The response contains appropriate use of grammatical and syntactic structures, albeit with a few errors (うんてんするを 出来ます should be うんてんすることが出来ます). This response could have earned a higher score had it contained a variety of vocabulary and used more complex grammatical structures.

### Sample: C

#### Score: 2

This response suggests a lack of competence in interpersonal writing. While it appears that the response addresses the prompt by including a means of transportation, insufficient vocabulary and orthography errors (じゃしん should be typed as じてんしゃ) significantly interfere with comprehensibility. This response could have earned a higher score had it stated an opinion on the best mode of transportation more clearly and demonstrated better control of language use (particle に instead of を).

### Interpersonal Writing: Text Chat 3

**Sample: A**

なぜなら、この祭りはたくさん楽しいの行事があります。だから、早い時間に行きたいと思います。

**Sample: B**

早い行くことが好きです。私は少し時間があります。

**Sample: C**

僕はそれが行くの時



### Interpersonal Writing: Text Chat 3

**Sample: A**

**Score: 5**

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt with an explanation for why the student wants to go to the festival early (たくさん楽しいの行事があります). This response is easily understood because it is well organized and coherent with a clear progression of ideas (だから). A sporadic error in the first sentence (楽しいの行事 does not need の) does not interfere with comprehensibility. A more thorough and detailed explanation of the types of fun festival events would have made this answer stronger. The response could have earned a higher score had it included richer vocabulary and more complex grammatical structures.

**Sample: B**

**Score: 3**

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but rather redundant answer (早い行くことが好きです). A sporadic error in grammatical and syntactic structures (早い行く should be 早く行く) does not interfere with comprehensibility. The added detail (わたしは少し時間があります) contains no grammatical errors, but it is a little unclear how it ties into the first sentence. This response could have received a higher score if it had provided a more concrete reason for wanting to go to the festival early, using smoother delivery and richer vocabulary.

**Sample: C**

**Score: 1**

This response demonstrates a lack of competence in interpersonal writing. The abbreviated reference to when the student will go (行くの時) is a minimal connection to the prompt. Limited control of grammatical and syntactic structures, as well as inappropriate vocabulary (それが) and errors (行くの時 should not have の) interfere with comprehensibility. This response would have received a higher score if it had exhibited better control of grammar and provided a more direct answer to the prompt.

## Interpersonal Writing: Text Chat 4

### Sample: A

私は食べ物が大好きからたこ焼きとかきごうりを食べたい。私はけん玉の練習も先週していたからそれもやりたいと思ってる。

### Sample: B

祭りの食べ物はおいしそうですね。おいしいたべものをたべたいです。げーむをあぼびたいです

### Sample: C

ここをおいしのやきそばあります。

## Interpersonal Writing: Text Chat 4

### Sample: A

#### Score: 6

This response demonstrates excellence in interpersonal writing. It directly addresses the prompt by giving examples of what the student wants to do at the festival (たこ焼きとかきごうりを食べたい). Furthermore, elaboration is provided with the additional information about the student wanting to play a traditional Japanese game (けん玉の練習も先週していたからそれもやりたいと思ってる). Register is consistent and the informal speech style is appropriate to the situation. The response is well organized with a clear progression of ideas, using cohesive devices such as ーから. The omission of だ in 大好きから and an orthography error (かきごうり should be かきごおり) are minor errors and do not interfere with comprehensibility.

### Sample: B

#### Score: 4

This response demonstrates competence in interpersonal writing. It directly addresses the prompt with examples of activities that the student wants to do at the festival (おいしいたべものをたべたい; げーむをあぼびたい). Errors in orthography (げーむ should be ゲーム) and mechanics (あぼびたい should be あそびたい) do not interfere with readability. Register and style are consistent and appropriate to the situation. Vocabulary (食べ物; おいしそう) and grammatical structures are limited but with minimal errors (げーむをあぼびたい should be ゲームがしたい). If the response included richer vocabulary and more detail using complex grammatical structures, it could have earned a higher score.

### Sample: C

#### Score: 2

This response suggests a lack of competence in interpersonal writing. It directly addresses the prompt but only describes the existence of fried noodles, making it an incomplete answer. Limited control of grammatical structure (ここを should be そこに; おいしの should be おいしい) interferes with comprehensibility. The response could have earned a higher score if it demonstrated better control of syntactic structures and clearly conveyed what the student wants to do at the festival.

## Interpersonal Writing: Text Chat 5

### Sample: A

私は着物を着てお祭りに行きたいです。私は今までお祭りに行って事ないので伝統的のよう服を着たいです。着物を着てもいいですか？

### Sample: B

おごきやすい洋服を着るつもり。チーシャツと半ズボンを切ると思います。

### Sample: C

ジャケットと防止

## Interpersonal Writing: Text Chat 5

### 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 wear traditional Japanese clothing (着物). The third sentence adds more detail by asking permission to wear this attire. Complex structures with cohesive devices (〜ので…のよう) and rich vocabulary (伝統的) are evident. The response consistently uses appropriate register and style. Minor errors (行って事ないので; 伝統的のよう服) do not interfere with overall comprehensibility.

### Sample: B

#### Score: 4

This response demonstrates competence in interpersonal writing. The first sentence gives a rather vague description (おごきやすい洋服) about what kind of clothes the person plans to wear. But with the second sentence, more specific examples of suitable attire (T-shirt and shorts) are provided. While there are some orthography errors (おごきやすい; チーシャツ), they do not interfere with comprehensibility. The kanji for “to wear” is incorrectly typed (切る) in the second sentence, but in the first sentence it is written correctly (着る). Register is inconsistent, with the first sentence ending in plain form and the second sentence is polite form. This response could have earned a higher score if 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. It directly addresses the prompt by indicating at least one article of clothing (ジャケット) but the lack of a verb makes it an incomplete answer. There is an error in orthography (防止 should be written as 帽子) which impedes comprehensibility. The response could have earned a higher score if the statement had been completed using appropriate grammatical structures and orthography.

## Interpersonal Writing: Text Chat 6

### Sample: A

雨ふると、車で僕の家に戻らせる。僕の家で、食べ物とゲームができます。それはどう思う？

### Sample: B

雨だったら、私は傘を持ちます。ジャケットも

### Sample: C

雨がふっています。

## Interpersonal Writing: Text Chat 6

### Sample: A

#### Score: 5

This response suggests emerging excellence in interpersonal writing. It directly addresses the prompt (雨ふると ... 帰らせる) and adds detail by stating what they could do at home (食べ物とゲーム). This progression of ideas ties in nicely to the third sentence, which solicits an opinion. The response generally exhibits ease of expression. The register is appropriate to the situation except for できます. The response demonstrates appropriate use of grammar for the most part, with sporadic errors in complex structures (帰らせる instead of 帰れる ; 食べ物と instead of 食べ物を食べて). 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: 3

This response suggests emerging competence in interpersonal writing. It directly addresses the prompt and provides a basic but appropriate suggestion for what to do if it rains. However, the initial portion of the response (雨だったら) is a mere repetition of the prompt. Inappropriate grammatical structure (持ちます instead of 持っていくます) as well as an error in orthography (ジャケット instead of ジャケット) may interfere with comprehensibility. This response could have earned a higher score with greater control of grammatical structures (use 持っていくます for both sentences) and if the second sentence had been completed.

### Sample: C

#### Score: 1

This response demonstrates a lack of competence in interpersonal writing. The description of rain (雨がふっています) constitutes a minimal connection to the prompt. However, the reference to rain is inappropriate in this context, as it offers no suggestion for what to do in this weather condition. An orthography error (ふっています should be ふっています) does not interfere with comprehensibility. This response could have earned a higher score had it provided an element of a suggestion.