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.
<table>
<thead>
<tr>
<th></th>
<th>1 Very weak</th>
<th>2 Weak</th>
<th>3 Adequate</th>
<th>4 Good</th>
<th>5 Very good</th>
<th>6 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK COMPLETION</td>
<td>Demonstrates lack of competence in interpersonal speaking</td>
<td>Suggests lack of competence in interpersonal speaking</td>
<td>Suggests emerging competence in interpersonal speaking</td>
<td>Demonstrates competence in interpersonal speaking</td>
<td>Suggests emerging excellence in interpersonal speaking</td>
<td>Demonstrates excellence in interpersonal speaking</td>
</tr>
<tr>
<td>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</td>
<td></td>
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<tr>
<td>Addresses prompt minimally or marginally</td>
<td>Directly addresses prompt and provides an appropriate but incomplete answer</td>
<td>Directly addresses prompt and provides a basic but appropriate answer</td>
<td>Directly addresses prompt and provides an appropriate response</td>
<td></td>
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<tr>
<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></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Frequent errors in pronunciation necessitate intense listener effort</td>
<td>Frequent errors in pronunciation necessitate constant 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>
<td></td>
</tr>
<tr>
<td>Constant use of register and style inappropriate to situation</td>
<td>Frequent use of register and style inappropriate to situation</td>
<td>Use of register and style appropriate to situation is inconsistent or includes many errors</td>
<td>May include several lapses in otherwise consistent use of register and style appropriate to situation</td>
<td>Consistent use of register and style appropriate to situation except for occasional lapses</td>
<td>Consistent use of register and style appropriate to situation</td>
<td></td>
</tr>
<tr>
<td>Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility</td>
<td>Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility</td>
<td>Some inappropriate vocabulary and idioms interfere with comprehensibility</td>
<td>Appropriate but limited vocabulary and idioms</td>
<td>Variety of vocabulary and idioms, with sporadic errors</td>
<td>Rich vocabulary and idioms</td>
<td></td>
</tr>
<tr>
<td>Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language</td>
<td>Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language</td>
<td>Errors in grammatical and syntactic structures sometimes interfere with comprehensibility</td>
<td>Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures</td>
<td>Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures</td>
<td>Excellent use of grammar and syntax, with minimal or no errors</td>
<td></td>
</tr>
</tbody>
</table>

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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 speaking skills in the interpersonal communicative mode by having students respond as part of a simulated conversation. It comprises a statement in English that identifies an interlocutor and conversation topic, followed by a series of four related prompts in Japanese. After each prompt, students have 20 seconds to respond.

On this year’s exam students participated in a conversation with Daisuke Yamamoto, director of an after-school program at a Japanese elementary school, about volunteering in the program. To successfully respond to the prompt the students had to (1) respond to the director’s greeting and question about weather, (2) explain why they wanted to volunteer at an elementary school, (3) express their preference for a grade level or levels, and (4) indicate a time they could visit the following week to observe the program.

Sample: A
Score: 5

Transcript of Student’s Response(s)
こんにちは。こちらの天気はすごくいいです。えっと、カリフォルニアが、夏に、えっと、なるつもりですか、だから、えっと、天気がすごく、暑くて、えっと、いいだと思います。

Commentary

This response suggests emerging excellence in interpersonal speaking. It directly addresses the prompt, providing an appropriate response and elaborating by mentioning summer weather (えっと、カリフォルニアが、夏に、えっと、なるつもりですか、だから、えっと、天気がすごく、暑くて、えっと、いいだと思います). Although the response includes frequent hesitation (夏に、えっと、なるつもりですか、ですから、えっと、天気がすごく、暑くて、えっと), this does not significantly distract from the message. The register is consistent and appropriate to the situation. The response includes a variety of vocabulary with sporadic errors (なるつもりでだから; いいだと思います) that do not distract from the message (なるつもりですから should be なるので). The response includes complex grammatical structures (カリフォルニアが、夏に、えっと、なるつもりですか、だから、えっと、天気がすごく、暑くて、えっと、いいだと思います), although there is one error in vocabulary (なるつもり, which can be understood as なるはず). This response could have earned a higher score had it included additional elaboration and one or more examples of rich vocabulary, and had the delivery included fewer hesitations.

Sample: B
Score: 4

Transcript of Student’s Response(s)
こんにちは。私の名前は [name of candidate]です。こっちの、天気は、いいです。今、uh uhh に、今、uh, 雨、じゃないんですけど、から、uhh, 今、暑いんです。
Interpersonal Speaking: Conversation 1 (continued)

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response by explaining the overall weather and specific details about the weather (こっちの、天気は、いいです。今、uhh ・・・ に、今、uh、雨、じゃないなんです、から、uhh、今、暑いなんです).
The somewhat strained flow of expression does not interfere with comprehensibility (今、雨、じゃないなんですね、から、uhh、今、暑いなんです). The pace is generally consistent, but with some unnatural hesitation and repetition (こっちの、uh こんにちは; こっちの、天気は、いいです; 今、uhh・・・ に、今、uh、雨、じゃないなんですね、から、uhh、今、暑いなんです). The response includes a complex structure (雨、じゃないなんですね、から、uhh、今、暑いなんですね) with a grammatical error (暑いなんですね) This response could have earned a higher score had it been delivered with a smoother pace and with fewer grammatical errors (暑いなんですね) and more complex structures.

Sample: C
Score: 2

Transcript of Student's Response(s)
あー、そちら、天気です、わー、いい、・・・ いいです。・・・ えっと、すみません。

Commentary
This response suggests a lack of competence in interpersonal speaking. The response attempts to address the prompt but produces an inappropriate utterance that does not respond completely to the question (そちら、天気です、わー、いい、・・・ いいです). The expression is labored, and the response contains frequent hesitation and repetition (あー、そちら、天気です、わー、いい、・・・ いいです。・・・ えっとー、すみません). Because the prompt asks about the weather where the student lives, the response’s inappropriate vocabulary (そちら) interferes with comprehensibility. The limited control of grammatical and syntactic structures frequently interferes with comprehensibility and results in fragmented language (そちら、天気です、わー、いい、・・・ いいです). This response could have earned a higher score had it directly addressed the weather where the student lives and exhibited better control of grammatical structures.
Interpersonal Speaking: Conversation 2

Sample: A
Score: 6

Transcript of Student’s Response(s)
え、えと、子供、ころから、毎日、と、ボランティア、をしています、から、えっと、と、今回も、えっと、もっと、続き、たいです。えと、ボランティアは、えと、子供と一緒に遊ぶこともできるし、うれ、いいと思います。

Commentary
This response demonstrates excellence in interpersonal speaking. It provides a very thorough and appropriate response, giving more than one reason to volunteer. It contains some use of filled pauses (えと), but there is minimal hesitation with no repetition. The pronunciation is excellent, and the use of register is consistent and appropriate (続き、たいです; いいと思います). Grammar usage is also excellent, with only minor errors (子供、ころから; 続き、たいです).

Sample: B
Score: 4

Transcript of Student’s Response(s)
ボルンティアがー、したい、あ、です。Umm, community, を、手伝います。手伝ったい。uhh, そして、子供が、好きです。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response. The pace is generally consistent, with some English filled pauses (Umm; Uh). There is one lapse in register (手伝ったい). Some pronunciation errors (“volunteer” and “community”) necessitate close listening. The grammatical constructions used are simple or contain errors (手伝います。手伝ったい instead of 手伝いたいです). This response could have earned a higher score had it included more detail and more complex grammatical structures and vocabulary.

Sample: C
Score: 2

Transcript of Student’s Response(s)
がっこうのときに、私は、アフ、アフタースクールのプログラムが、したいです。um そして、私は、子供はあげます。したい、です。

Commentary
This response suggests a lack of competence in interpersonal speaking. It directly addresses the prompt by attempting to explain the speaker’s wish to help/give to children, but this is not fully explained (私は、子供はあげます). Insufficient vocabulary (アフ、アフタースクールのプログラム) and grammar (私は、子供はあげます。したい、です) interfere with comprehensibility. The delivery is very slow, with frequent hesitations. This response could have earned a higher score had it demonstrated a stronger control of vocabulary and grammar and given a clearer and more complete answer.
Interpersonal Speaking: Conversation 3

Sample: A
Score: 5

Transcript of Student’s Response(s)
あの、三年生の方がいいと思います。このさいが、あと、やさしいだと思います。若いす、あの、一年生は若いすぎるだと思いますが、それも、いい。何でもいいですよ。

Commentary
This response suggests emerging excellence in interpersonal speaking. It addresses the prompt thoroughly and directly by stating a preference (三年生の方がいい) and providing an explanation for the choice (このさいが、あと、やさしいだと思います). In addition, the response explains a reason for reluctance to work with younger children (一年生は若いすぎるだと思いますが) as well as stating a willingness to work with this group or any other grade level (それも、いい。何でもいいですよ). It contains complex grammatical structures (一年生は若いすぎるだと思いますが) with minor errors (このさい、若いすぎる、いいだと思います) that do not interfere with comprehensibility. The response demonstrates general ease of expression and contains only a single lapse in register (それも、いい). The response could have earned a higher score had it contained more complex grammatical structures and a greater variety of vocabulary.

Sample: B
Score: 3

Transcript of Student’s Response(s)
あー、何年、ねん、っす、すっ、ですか。いいですね。あー、・・一年生、が、いいですね。

Commentary
This response suggests emerging competence in interpersonal speaking. It directly addresses the prompt and provides a basic but appropriate answer by stating a preference (一年生、が、いいですね). The flow is strained (あー、何年、ねん、っす、すっ、ですか。いいですね), and the frequent repetition suggests limited vocabulary. The response would have earned a higher score had it responded to the prompt more directly and demonstrated smoother delivery and a greater control of vocabulary and grammatical structures.

Sample: C
Score: 1

Transcript of Student’s Response(s)
umm, さん、uh 年生、か、・・・高校、三年生、ですー。uhh, い、一年生。

Commentary
This response demonstrates a lack of competence in interpersonal speaking. It addresses the prompt minimally with a mention of what is likely the grade level of the respondent (高校、三年生、です), followed by a mention of a school grade level (一年生) with no indication of making the choice that is requested in the prompt. Insufficient vocabulary constantly interferes with comprehensibility. The limited control of grammatical structures results in very fragmented language (さん、uh、年生、か、・・・高校、三年生、です). The response could have earned a higher score had it more directly addressed the prompt.
Interpersonal Speaking: Conversation 4

Sample: A
Score: 6

Transcript of Student’s Response(s)
じゃあ、月曜日、の、5 時ごろはどうですか。学校の後なのでー、すぐ来られます。4 時でもいいですよ。でも一、えっとと、4 時か、5 時で、お願いします。

Commentary
This response demonstrates excellence in interpersonal speaking. It provides a very thorough and appropriate response with elaboration and detail by providing a specific date and time (月曜日、の、5 時ごろ), stating a reason (学校の後なのでー、すぐ来られます), and also offering an alternate time (4 時か、5 時). It contains complex grammar (来られます。; 4 時でもいいですよ。; 4 時か、5 時で、お願いします) and the expression is natural and flowing, with minimal fillers (えっとと) and virtually error-free pronunciation.

Sample: B
Score: 4

Transcript of Student’s Response(s)
えっとー、らいしゅー、うーん、うん、きんよーびー、・・えっとー、午後 10 時、に、来ます。えっとー、・・うーん、楽しみにしている。

Commentary
This response demonstrates competence in interpersonal speaking. It directly addresses the prompt and provides an appropriate response (きんよーびー; 午後 10 時、に、来ます). The pace is generally consistent, with some unnatural hesitation (うーん、えっとー). The strained flow of expression does not interfere with comprehensibility. The use of register is generally consistent, with one lapse (楽しみにしている). The response could have earned a higher score had it provided elaboration and detail and included more complex grammatical structures.

Sample: C
Score: 2

Transcript of Student’s Response(s)
うん、はい、いつです。えー、これは、いいと思います。[long pause] 来週はいい。

Commentary
This response suggests a lack of competence in interpersonal speaking. It addresses the prompt minimally by mentioning next week” (来週はいい), but the response is incomplete since it does not specify a day or time. Insufficient vocabulary interferes with comprehensibility (はい、いつです; これは、いいと思います). The response could have earned a higher score had it more directly addressed the prompt.