

JAPANESE 12
SCORING GUIDES
GRADE 12 ORAL PERFORMANCE SCORING GUIDE I –
RESPONSE TO QUESTIONS SCORING GUIDE

SCALEPOINT	CONTENT
6	<p>Answers on all questions are clearly understood by evaluator.</p> <ul style="list-style-type: none"> • language is accurate • response is timely with natural pausing • vocabulary and intonation expresses fluency • errors never interfere with meaning
5	<p>Answers on almost all questions are clearly understood by evaluator.</p> <ul style="list-style-type: none"> • language is accurate • response is timely with some hesitation • vocabulary and intonation expresses fluency • errors hardly ever interfere with meaning
4	<p>Answers are generally understood by evaluator.</p> <ul style="list-style-type: none"> • language is accurate but may be simplistic • response is timely although there may be hesitation • vocabulary and intonation may express fluency • errors weaken but do not interfere with meaning
3	<p>Answers may be unclear for the evaluator.</p> <ul style="list-style-type: none"> • language is basic • response is punctuated by hesitation; at times no answer may be given • may use appropriate vocabulary and intonation to express meaning • errors in word choice, basic structures and language; but sustains use of Japanese
2	<p>Answers are unclear for the evaluator.</p> <ul style="list-style-type: none"> • language is very basic; may speak infrequently and briefly • response is punctuated by hesitation; many times no answer may be given • seldom uses appropriate vocabulary and intonation to express meaning • may use English words and phrases
1	<p>Answers are unclear for the evaluator.</p> <ul style="list-style-type: none"> • response is irrelevant • little Japanese is used and virtually no understanding of basics is demonstrated
NR 0	<p>No answers are given or answers are completely incorrect.</p> <ul style="list-style-type: none"> • no assessment is made

There are no half marks given in this rubric.

**GRADE 12 ORAL PERFORMANCE SCORING GUIDE II –
RESPONSE TO THEMATIC TOPIC SCORING GUIDE**

SCALEPOINT	CONTENT
6	<p>Message is clear and well-developed with relevant and appropriate details.</p> <ul style="list-style-type: none"> • uses language fluently, accurately, and effectively on topic provided • uses precise vocabulary and intonation to express meaning showing fluency and ease of speech (language flows easily) • attempts complex structures and language to make meaning precise • controls grammar well; errors virtually never interfere with communication
5	<p>Message is mainly clear and well-developed with relevant and appropriate details.</p> <ul style="list-style-type: none"> • uses language fluently, accurately, and effectively on topic provided • uses precise vocabulary and intonation to express meaning; hesitations do not interfere with fluency and ease of speech • may attempt complex structures and language to make meaning precise • controls grammar well; errors seldom interfere with understanding
4	<p>Message is understandable; includes some detail.</p> <ul style="list-style-type: none"> • overall uses language accurately and effectively on topic provided • may use appropriate vocabulary and intonation to express meaning; hesitations may interfere with fluency and ease of speech • uses basic structures and language overall • may include errors in word choice, idiom, tense, and structure that weaken but do not prevent communication
3	<p>Message may be unclear, incomplete, and punctuated by hesitation.</p> <ul style="list-style-type: none"> • uses language in a very basic manner on topic provided • may use appropriate vocabulary and intonation to express meaning • uses simple basic structures and language; repetitive; but sustains use of Japanese • errors in word choice, idiom, tense, and structure disrupt communication
2	<p>Message is unclear, incomplete, and punctuated by hesitation.</p> <ul style="list-style-type: none"> • uses language in a very basic manner; may speak infrequently and briefly • seldom uses appropriate vocabulary and intonation to express meaning • uses simple structures and often repeats simple patterns; may use English words and phrases • errors prevent communication
1	<p>Message is unclear, incomplete, inappropriate, or too short to evaluate.</p> <ul style="list-style-type: none"> • little Japanese is used and virtually no understanding of basics is demonstrated
NR 0	<p>No answer is given or answer is completely incorrect.</p> <ul style="list-style-type: none"> • no assessment is made

There are no half marks given in this rubric.

RUBRIC FOR WRITTEN COMPREHENSION

	Message/Information	Language	Vocabulary/Idiom
6	<ul style="list-style-type: none"> • has ideas that are fully developed with clarity, ease and depth • is well organized and on topic • completes the task 	<ul style="list-style-type: none"> • demonstrates a good understanding and control of appropriate verb tenses • has varied sentence structure which integrates transitional words to link thoughts • may have errors which do not detract from meaning 	<ul style="list-style-type: none"> • has wide range of appropriate vocabulary/idioms which is predominantly correct
5	<ul style="list-style-type: none"> • has ideas that are well developed and flow clearly and logically • is well organized and on topic • completes the task 	<ul style="list-style-type: none"> • demonstrates a reasonable understanding and control of appropriate verb tenses • has sentence structure which has some variety and may integrate transitional words to link thoughts • has errors which do not interfere with the meaning 	<ul style="list-style-type: none"> • has a good range of generally appropriate vocabulary/idioms which is generally correct
4	<ul style="list-style-type: none"> • has ideas that are adequately developed and generally clear • is organized and on topic • completes the task 	<ul style="list-style-type: none"> • has some understanding and control of appropriate verb tenses • rarely goes beyond basic sentence structure • has errors which weaken the meaning 	<ul style="list-style-type: none"> • rarely goes beyond high frequency vocabulary/idioms but is generally correct and may have occasional errors.
3	<ul style="list-style-type: none"> • has ideas that are often simplistic and lack development • shows weak organization • has difficulty in completing the task 	<ul style="list-style-type: none"> • has difficulty in controlling appropriate verb tenses • demonstrates basic sentence structure • has errors which interfere with the meaning 	<ul style="list-style-type: none"> • has a limited range of vocabulary/idioms which may be frequently incorrect
2	<ul style="list-style-type: none"> • has limited ideas and development • shows minimal organization • does not complete the task 	<ul style="list-style-type: none"> • has verb tenses which are predominantly incorrect • has poor sentence structure • has errors which impede meaning 	<ul style="list-style-type: none"> • has a very limited range of vocabulary/idioms which is predominantly incorrect
1	<ul style="list-style-type: none"> • has very limited ideas and no sense of development • shows no organization • does not complete the task 	<ul style="list-style-type: none"> • has no control of verbs • has non-functional sentence structure • has errors which block meaning 	<ul style="list-style-type: none"> • has minimal vocabulary/idioms which may be frequently invented
0	<ul style="list-style-type: none"> • does not present enough message/information to be evaluated 		
NR	<ul style="list-style-type: none"> • a blank paper with no response given 		