

## AP/JP1000 6.0 Elementary Modern Standard Japanese

### Writing Assessment Rubrics

	0	1	2	3	4
Format: knowledge of how to write genkoo-yooshi	Writer does not know how to use genkoo-yooshi and ignored designated placement or the direction of writing.	Writer seems to understand the rules but makes mistakes occasionally.	Writer mostly understands the rules but makes more than two mistakes in using genkoo-yooshi.	Writer understands the rules but makes a mistake in some area (placement of maru, ten, or space before a new paragraph).	Writer understands the rules and writes in proper genkoo-yooshi format.
Writing: use of katakana, hiragana, and kanji introduced in class.	Writer fails to write in Japanese orthography.	There are recurring mistakes or missing characters in many words that make it difficult to figure out the meaning.	There are recurring mistakes (a few in each sentence) that interfere with smooth reading.	There are one or two minor mistakes in writing (such as missing a stroke or incomprehensible shapes) in the whole passage.	Correct hiragana, katakana, and kanji are written in every word.
Mechanical structure (structure and vocabulary)	Writer fails to create any meaningful sentences in Japanese.	There are major mistakes in grammar or vocabulary choice in the majority (more than three) of sentences and the intended meaning did not come across.	There are a few mistakes in the grammar and/or word choice throughout the passage.	There are one or two minor mistakes in sentence structure or vocabulary choice. The mistakes occur where the writer tried to use a complicated structure or low-frequency words.	Sentences are grammatical and appropriate vocabulary is used in context. A wide variety of sentence structures and vocabulary are used.
Content: content comes from writer's own experience and shows creativity	Writer fails to present any meaningful sentences; therefore there is no content to be assessed.	Content is presented but limited in terms of ideas and volume, partly due to excessive space used for proper nouns or repetitious ideas.	Content has limited creativity. It presents the same ideas repeatedly in different settings.	Content is well presented but very similar to the course materials. Writer simply changes small details to create his/her own sentences.	Content is interesting and comes from writer's own thoughts and experience. The writer clearly shows ownership of the material.
Organization: sentences connected to each other and organized in a logical manner with cohesiveness	Writer fails to present more than two sentences; therefore there is no organization to be assessed.	Sentences are presented but it is difficult to see how they are connected and/or there are too few sentences. (e.g., too much space is taken for proper nouns or repetitious ideas).	Sentences are presented to form a passage, but how they are connected and the overall flow is difficult to determine.	Sentences are organized in a logical manner (e.g. sequential). There is a limited use of cohesive devices but the flow is acceptable.	Sentences are organized in a logical manner. Connectives and transitions are effectively used to make the relationships among the ideas clear.

Note: recurring mistake (e.g., always missing a stroke from か) is counted as one error but different types of error are counted separately. If you write fewer than required minimum of 100 characters, your score will be reduced proportionately.

**Points:** / 20

**Final score:** / 20

(if fewer than 100 characters: earned points \* proportion filled)