

The following text is the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

Speaking Question 1 of 5

MA: ああ、もしもし、お電話待っていました。こちらはひどい雨なんですが、そちらのお天気はどうですか。

[TONE]

(20 seconds)

Speaking Question 2 of 5

MA: 小学校でボランティアをしたいそうですが、それはどうしてですか。

[TONE]

(20 seconds)

Speaking Question 3 of 5

MA: なるほど。このプログラムには小学1年生から6年生までの子どもたちがいますが、何年生のグループがいいですか？

[TONE]

(20 seconds)

Speaking Question 4 of 5

MA: 分かりました。では、来週一度、見に来てもらいたいんですが、いつ来られますか。

[TONE]

(20 seconds)

Question 3: Conversation

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
	Demonstrates lack of competence in interpersonal speaking	Suggests lack of competence in interpersonal speaking	Suggests emerging competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests emerging excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	<ul style="list-style-type: none"> • Addresses prompt minimally or marginally 	<ul style="list-style-type: none"> • Directly addresses prompt and provides an appropriate but incomplete answer 	<ul style="list-style-type: none"> • Directly addresses prompt and provides a basic but appropriate answer 	<ul style="list-style-type: none"> • Directly addresses prompt and provides an appropriate response 	<ul style="list-style-type: none"> • Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail 	<ul style="list-style-type: none"> • Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail
	<ul style="list-style-type: none"> • Labored expression constantly interferes with comprehensibility 	<ul style="list-style-type: none"> • Labored expression frequently interferes with comprehensibility 	<ul style="list-style-type: none"> • Strained or unnatural flow of expression sometimes interferes with comprehensibility 	<ul style="list-style-type: none"> • Strained or unnatural flow of expression does not interfere with comprehensibility 	<ul style="list-style-type: none"> • Generally exhibits ease of expression 	<ul style="list-style-type: none"> • Natural, easily flowing expression
DELIVERY	<ul style="list-style-type: none"> • Constant hesitation or repetition 	<ul style="list-style-type: none"> • Frequent hesitation or repetition 	<ul style="list-style-type: none"> • Inconsistent pace marked by some hesitation or repetition 	<ul style="list-style-type: none"> • Generally consistent pace with some unnatural hesitation or repetition 	<ul style="list-style-type: none"> • Smooth pace with occasional hesitation or repetition, which does not distract from the message 	<ul style="list-style-type: none"> • Natural pace with minimal hesitation or repetition
	<ul style="list-style-type: none"> • Frequent errors in pronunciation necessitate intense listener effort 	<ul style="list-style-type: none"> • Frequent errors in pronunciation necessitate constant listener effort 	<ul style="list-style-type: none"> • Errors in pronunciation sometimes necessitate special listener effort 	<ul style="list-style-type: none"> • Errors in pronunciation do not necessitate special listener effort 	<ul style="list-style-type: none"> • Infrequent or insignificant errors in pronunciation 	<ul style="list-style-type: none"> • Pronunciation virtually error free
LANGUAGE USE	<ul style="list-style-type: none"> • Constant use of register and style inappropriate to situation 	<ul style="list-style-type: none"> • Frequent use of register and style inappropriate to situation 	<ul style="list-style-type: none"> • Use of register and style appropriate to situation is inconsistent or includes many errors 	<ul style="list-style-type: none"> • May include several lapses in otherwise consistent use of register and style appropriate to situation 	<ul style="list-style-type: none"> • Consistent use of register and style appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> • Consistent use of register and style appropriate to situation
	<ul style="list-style-type: none"> • Insufficient, inappropriate vocabulary and idioms constantly interfere with comprehensibility 	<ul style="list-style-type: none"> • Insufficient, inappropriate vocabulary and idioms frequently interfere with comprehensibility 	<ul style="list-style-type: none"> • Some inappropriate vocabulary and idioms interfere with comprehensibility 	<ul style="list-style-type: none"> • Appropriate but limited vocabulary and idioms 	<ul style="list-style-type: none"> • Variety of vocabulary and idioms, with sporadic errors 	<ul style="list-style-type: none"> • Rich vocabulary and idioms
	<ul style="list-style-type: none"> • Limited control of grammatical and syntactic structures significantly interferes with comprehensibility or results in very fragmented language 	<ul style="list-style-type: none"> • Limited control of grammatical and syntactic structures frequently interferes with comprehensibility or results in fragmented language 	<ul style="list-style-type: none"> • Errors in grammatical and syntactic structures sometimes interfere with comprehensibility 	<ul style="list-style-type: none"> • Appropriate use of grammatical and syntactic structures, but with several errors in complex structures or limited to simple structures 	<ul style="list-style-type: none"> • Appropriate use of grammatical and syntactic structures, with sporadic errors in complex structures 	<ul style="list-style-type: none"> • Excellent use of grammar and syntax, with minimal or no errors