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Interpersonal Writing — E-mail Response

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## Interpersonal Writing: E-Mail Response

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| 6     | Excellent   | - E-mail addresses all aspects of stimulus with thoroughness and detail  
       |              | - Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length | - Consistent use of register appropriate to situation | - Rich and appropriate vocabulary and idioms, with minimal errors  
       |              |                |          | - Wide range of grammatical structures, with minimal errors |
| 5     | Very Good   | - E-mail addresses all aspects of stimulus  
       |              |              | - Consistent use of register appropriate to situation except for occasional lapses | - Appropriate vocabulary and idioms, with sporadic errors  
       |              | - Well organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices; connected discourse of paragraph length |                | - Variety of grammatical structures, with sporadic errors |
| 4     | Good        | - E-mail addresses all aspects of stimulus but may lack detail or elaboration  
       |              |              | - May include several lapses in otherwise consistent use of register appropriate to situation | - Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning  
       |              | - Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected |                | - Mostly appropriate grammatical structures, with errors that do not generally obscure meaning |
| 3     | Adequate    | - E-mail addresses topic directly but may not address all aspects of stimulus  
       |              |              | - Use of register appropriate to situation is inconsistent or includes many errors | - Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language  
       |              | - Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences |                | - Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |
| 2     | Weak        | - E-mail addresses topic only marginally or addresses only some aspects of stimulus  
       |              |              | - Frequent use of register inappropriate to situation | - Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language  
       |              | - Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences |                | - Limited grammatical structures, with frequent errors that obscure meaning |
| 1     | Very Weak   | - E-mail addresses stimulus only minimally  
       |              |              | - Constant use of register inappropriate to situation | - Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language  
       |              | - Lacks organization and coherence; very disjointed sentences or isolated words |                | - Little or no control of grammatical structures, with frequent errors that significantly obscure meaning |
| 0     | Unacceptable| - Completely irrelevant to the stimulus  
       |              |              |                | - Completely irrelevant to the stimulus  
       |              | - Not in Chinese characters |                | - Not in Chinese characters  
       |              | - Blank |                | - Blank |
Interpersonal Writing: E-Mail Response

**Sample: A**

你好，

哪裡哪裡，我網球打的不怎麼樣。我覺得你應該找專門教網球的老師。這是由於他們會有很多經驗，所以會知道要怎麼幫助你。我也建議課堂的時候只有你和老師。這是因為如果有更多人，那老師就不會全部的時間在幫助你。老師可能會不專心地看你一下，然後就會換到看別人。除了這樣，我覺得網球要打好一定要常常練習和努力用功的打球。那樣，你才會很快進步。

如果你還有問題，那你在和我聯係。祝你好！

**Sample: B**

你好 張平！
謝謝！但是，我打網球打的不好。你打網球比我好。
我觉得用功的人很好，因為一個用功的老師是一個好老師。找老師以後就天天練習。天天練習一小时。两个小时也可以。三个小时特別好！四个小时太多。我不要你累死了。
加油！

**Sample: C**

发件人：小
邮件主题：网球

你好朋友！谢谢，我网球打比起好。网球打不容易，所以我觉得我们应该网球打後学校。我会帮你後我做作业。
Interpersonal Writing: E-Mail Response

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This question assessed writing ability in the interpersonal mode of communication by requiring students to write a response to an e-mail received from a friend. In the 15 minutes allotted for this task, students must be able to comprehend the e-mail and then write a response that addresses all the questions posed in the e-mail. Students were expected to demonstrate skills such as analyzing, synthesizing, comparing, and evaluating in order to derive meaning and to respond based on the specified situation and cultural context. They should also demonstrate the ability to use language in a culturally appropriate manner.

Sample: A
Score: 6

The response addresses all aspects of the stimulus with thoroughness and detail. It is well organized and coherent with a clear progression of ideas and forms well-connected discourse of paragraph length. It uses rich and appropriate vocabulary such as 專門, 經驗, 課堂, 專心, 用功, and a good range of grammatical structures, with minimal grammatical errors like 我網球打的不怎麼樣 and 幫忙老師就不會全部的時間在幫忙你.

Sample: B
Score: 4

This response addresses all aspects of the prompt and is generally organized and coherent. It includes some use of transitional elements and cohesive devices (但是, 因为). It uses mostly appropriate vocabulary (用功, 特別好) and appropriate grammatical structures with errors that do not generally obscure meaning (e.g., 打的不好, 不要累死你了).

Sample: C
Score: 2

This response addresses the topic marginally (网球打不容易, 所以我觉得我们应该网球打后学校). It uses insufficient, inappropriate vocabulary and shows little control of grammatical structures, with frequent errors that significantly obscure meaning (我网球打比起好, 网球打后学校).