

# 2013 AP Chinese Teachers Seminar

## 大会议程

### • 8:30-10:15

- AP Chinese Program (Ekeberg)
- AP Chinese Course (Jin)
- AP Chinese Exam Format (Packard)
- Exam Administration (Jin)
- 2012 Exam Results (Chi)
- AP Scoring Guidelines (Chi)
- Best Practices in Teaching and Assessment
  - Pre-AP Speaking and Writing (Ekeberg)

### • 10:30-12:00

- Best Practices in Teaching and Assessment
  - Conversation in AP Chinese (Podbilski)
  - Cultural Presentation in AP Chinese (Tsai Wong)
- Available Resources: AP Central (Bai)
- CB Development Events (Chang)



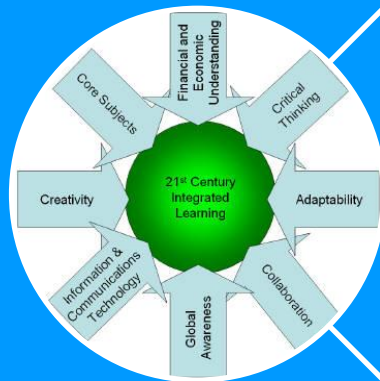
# **AP Chinese DC Seminar:** **Course and Exam Information** **and Strategies in Pedagogy**

**AP Chinese**  
**Development Committee**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# AP Development Committee ETS Staff & CB Director





# I. AP Chinese Program

**Lea Ekeberg**  
**William Penn Charter School**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# 1. AP Chinese Course and Examination (AP中文课程及测试)

- **AP**“... is a collaborative effort between motivated students; dedicated teachers; and committed high schools, colleges and universities.”(AP课程的成功来自三方：动机很强的学生、为学生奉献不息的教师及高中大学的配合，AP中文的发展就代表了这三方的努力)
- **AP Chinese course is designed to be comparable to 4<sup>th</sup> semester/250 hours of college level instruction** (AP中文为学生提供学习相当于大学四个学期/250学时的中文课程)

- **Preparing students to be proficient in three communicative modes** (AP中文课程与考试是以21世纪标准为核心理念与基本框架)
- **Contributing to college credits** (经考试取得AP课程学分的中学生，可直接获得大学的学分，或抵免大学的外语必修课)
- 各大学对AP学分有不同的认定标准
- **Connecting students to college success** AP中文帮助学生更好地迎接大学的挑战

## What is AP Chinese?



## Why AP Chinese?



## 2. The Development of AP Chinese (AP中文的研发及推广: 2004-2013)

2004

• A task force group was formed with 15 members from K-16 level to prepare the blueprint. (2004年八月大学理事会组建15人工作组, 策划AP中文的“蓝图”)

2005

• AP Development Committee began to develop test items (2005年AP中文研发小组成立)

2006

• College Board sponsored workshops offered all over the US (2006年大学理事会在美国各地举办各类培训班) The course description, syllabus development guide, classroom instruction resources, teachers handbook, sample examination items began to publish online (公布AP中文课程大纲、教师手册、课程简介、测试样题等相关信息及网上资源等)

- Course Description
- Released Exams and Data
- AP Course Audit and Sample Course Syllabi
- Teachers' Resource Reviewing Catalog
- Electronic Discussion Group
- Curricular modules
- Focused teaching materials

<http://apcentral.collegeboard.com>

## 2. The Development of AP Chinese (AP中文的研发及推广: 2004-2013) (cont.)

---

2006

- **AP Chinese course was offered in the US for the first time in 2006** (2006年秋天在美国中学正式开课)

2007

- **AP Chinese Examination was offered** (2007年5月首次举行AP中文课程统一考试。)

2007-2012:

- **AP course and examination have been offered for 6 years** (AP课程及测试研发至今已六年)

# AP 中文课程及测试目标 **Objectives of AP Chinese Course & Examination**

**Knowledge of Chinese language and culture (contemporary and historical)** 发展提高学生的中文语言、文化知识（包括历史及当代文化）

**Ability to communicate in Chinese in linguistically, culturally and socially appropriate ways.** 培养学生的实际交流能力：语言正确，行为得体，尊重目标文化

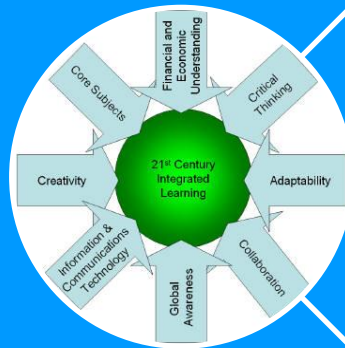
**Focus on interpersonal, interpretive and presentational communication using the four skills** 提高学生在三种沟通模式下的四种交际技能

**Ability to interact with authentic materials:** 强调使用真实语料进行有意义的交流

**Rubrics-based holistic assessment of students' responses** 采用客观真实的、以能力为本的测试方法，利用综合打分标准全面衡量学生的能力







## II. AP Chinese Course

**Hong Gang Jin  
Hamilton College**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# AP Chinese Language & Culture

---

## LEVEL 语言水平

Equivalent to a fourth-semester college course, with coursework reflective of the Intermediate range of proficiency in the ACTFL Proficiency Guidelines:

相当于大学四个学期的课程；外语水平口语测试的中级水平

## FOCUS 课程重点

Developing students' Chinese language proficiency across the three modes of communication, within the framework of Chinese culture

重点发展学生在一定文化背景下的三种模式的交际沟通能力

# Course Content 课程内容

---

Contemporary and historical Chinese culture, and its products, practices, and perspectives, including: 现当代历史、文化: 观念、产物、习俗

- geography and population 地理人文
- ethnic and regional diversity 多元民族及地区
- travel and transportation 交通运输及旅游
- climate and weather 气候
- holidays and food 不同节日及各地菜肴
- sports and games 运动、比赛
- current affairs 时事新闻
- societal relationships 社会关系

# Course Materials 教材来源

---

A wide variety of instructional and authentic materials, chosen by the teacher to meet instructional goals, including: 使用各种来自不同渠道的真实语料的教材完成教学任务

- textbooks 课本
- web-based texts 网络教材
- animated computer software 电脑、动画、多媒体软件
- audio and video materials 不同音像教材
- newspaper and internet articles 报纸网络文章
- works of fiction and non-fiction 文学作品
- films and television shows 电影、电视
- Chinese educational system textbooks 来自中国的教材

# 三种沟通模式之一：Interpersonal Mode 人际交流

---

## SKILLS 目标技能

- Spontaneous, two-way interaction, such as conversations and emails 自然的、双向交流
- Active negotiation of meaning 主动进行语义协商
- Culturally appropriate interaction 文化得体的交流互动

## ACTIVITIES 教学活动

- Class conducted only in Chinese 使用目标语交流
- Role plays 进行角色扮演等任务性活动
- Discussions and debates 讨论、辩论
- Letter and email exchanges 书信或电子邮件交流
- Holiday greeting cards 节日贺卡

# 三种沟通模式之二：Interpretive Mode 理解诠释

---

## SKILLS 目标技能

- Interpret a broad range of oral and written texts 正确理解各种不同的书面及口语材料
- Identify and summarize main point and details 正确归纳文章中心思想并能阐述细节
- Make appropriate inferences and predictions 进行合理推断及预测

## ACTIVITIES 教学活动

- Interpret conversations, announcements, broadcasts, television shows, and movies 正确理解对话、公告、广播、电视及电影
- Interpret advertisements, signs, posters, letters, emails, articles, and literature 正确理解广告、标志、海报、信件、电子邮件、文章及文学作品

# 三种沟通模式之三：Presentational Mode 表达演说

---

## SKILLS 目标技能

- **Create level-appropriate speeches and reports and narrate personal experiences and current events** 进行与语言水平相符的演讲、报告、陈述个人经历、报告时事等
- **Write and speak in a variety of settings, types of discourse, styles, and registers** 使用不同的语篇、不同风格及文体进行口头及书面表达
- **Make appropriate inferences and predictions** 进行合理推理及预测

## ACTIVITIES 教学活动

- **Oral and written reports** 口头书面报告
- **Oral and written story telling** 口头及书面讲述故事
- **Editing a class newspaper** 编辑班报等

# Course Assessment 课程评估测试

---

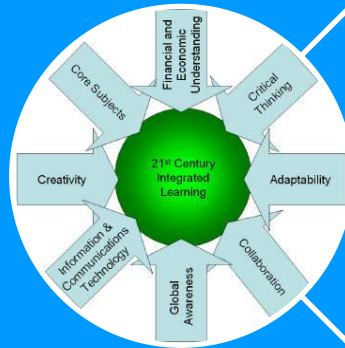
**Modeled on the AP exam and linked to the course content and skills** 以AP测试为基本评估模式，将课程内容、目标技能与测试结合起来

**Involves complex tasks that assess both linguistic and cultural skills across all three communicative modes** 测试包括一系列综合任务，能够测试学生在三种沟通模式下的语言、文化技能

**Frequent and varied** 测试应多次频繁进行、形式多样化

**Formative and summative** 包括两种测试





# III. AP Chinese Test Format

**Jerry Packard**

裴吉瑞

**University of Illinois**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# CHINESE AP EXAM FORMAT

# 中文AP测试的形式

**Jerry Packard**

裴吉瑞

**University of Illinois**

# Chinese AP Exam

- approximately three hours in length.
- assesses interpretive, interpersonal, and presentational communication skills and knowledge of Chinese culture
- is computer-based - there is no paper component
- student reads on the screen, listens via headphones, types using the keyboard, and speaks into a microphone
- students choose to read and write either traditional or simplified characters
- for typing students choose Hanyu Pinyin or Zhuyin Fuhao (Bopomofo).





# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice				
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions		
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	
II: Free Response				



# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders			
	Listening Selections			
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions		
	Listening Selections	15-20 questions		
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	
	Listening Selections	15-20 questions	15%	
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading				
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection			
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions		
II: Free Response				



# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks		

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration			
	E-mail Response			

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question		
	E-mail Response	1 question		



# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question	15%	
	E-mail Response	1 question	10%	

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question	15%	15 minutes
	E-mail Response	1 question	10%	15 minutes

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question	15%	15 minutes
	E-mail Response	1 question	10%	15 minutes
Part B: Speaking				

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question	15%	15 minutes
	E-mail Response	1 question	10%	15 minutes
Part B: Speaking	Conversation			
	Cultural Presentation			

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question	15%	15 minutes
	E-mail Response	1 question	10%	15 minutes
Part B: Speaking	Conversation	6 questions		
	Cultural Presentation	1 question		

# Chinese AP Exam Format

## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question	15%	15 minutes
	E-mail Response	1 question	10%	15 minutes
Part B: Speaking	Conversation	6 questions	10%	
	Cultural Presentation	1 question	15%	

# Chinese AP Exam Format

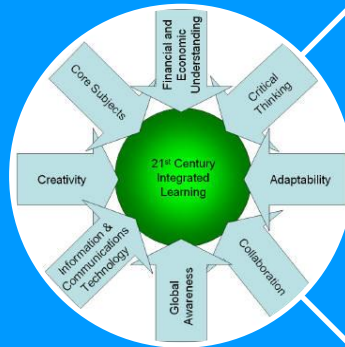
## 中文AP测试的形式

Section	Question or task type	Number of questions or tasks	Percent of total score	Approximate time
I: Multiple Choice		Approximately 70 questions	50%	1 hour, 30 minutes
Part A: Listening	Rejoinders	10-15 questions	10%	10 minutes
	Listening Selections	15-20 questions	15%	10 minutes
Part B: Reading	Reading Selection	35-40 questions	25%	1 hour
II: Free Response		4 tasks	50%	45 minutes
Part A: Writing	Story Narration	1 question	15%	15 minutes
	E-mail Response	1 question	10%	15 minutes
Part B: Speaking	Conversation	6 questions	10%	4 minutes
	Cultural Presentation	1 question	15%	7 minutes

# AP最新資訊之網址

- ▣ <http://apcentral.collegeboard.com/chinese>





## **IV. AP Chinese Test Delivery and Administration**

**Hong Gang Jin  
Hamilton College  
AP DC Co-chair**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# Key steps in establishing your school's AP program 设立AP 项目的几个步骤

## 1、Obtain a College Board **school code** 获取CB学校编码

- To participate in AP, your school must have an active **six-digit College Board school code**. If your school offers AP, PSAT/NMSQT®, or SAT®, you already have a school code. Use the [high school code search](#) to look up your code. Schools that need to acquire a code should contact CB:
  - U.S. schools: Call (877) 274-6474 to request a High School Code Request Form.
  - (All information is available at AP Central website: <http://professionals.collegeboard.com/k-12/assessment/ap/offer>)

---

## 2、Contact AP Coordinator 与AP协调人联络

- **The AP Coordinator assumes primary responsibility for organizing and administering the AP program at your school, and manages the ordering, storing, administering, returning, and purchasing of AP Exam materials.**

### 3、Complete the AP participation materials 完成参加AP考试的准备材料

- 九月： In September, each school receives AP participation materials sent to the attention of the school's principal. These materials include an *AP Program Guide*, an AP Participation Form, an AP Participation Survey and other information you need to know about AP for the upcoming school year.
- 11月： To order AP Exams, your principal and AP Coordinator must complete these materials **no later than November 15**. If you have not received AP participation materials by October, [contact AP Services](#).

---

## 4、Participate in the AP Course Audit 参加 AP课程审核并获得授课许可证

- **The AP Course Audit specifies a set of expectations established by college and university faculty for college-level AP courses. Courses that meet or exceed these expectations will be authorized to use the "AP" designation. Note: Schools may offer AP Exams without participating in the AP Course Audit.**
- **To receive authorization from the College Board to label your courses "AP," each AP teacher leading a course must submit two documents related to the course: a syllabus and the subject-specific AP Course Audit form. Learn more about how to participate in the [AP Course Audit](#).**

# 最新政策: **New Policies: AP courses can be authorized through the following 3 ways**

---

**Create one's own syllabus**

**Select one of the 4 samples published on AP Central that most closely resembles your teaching style and claim identical**

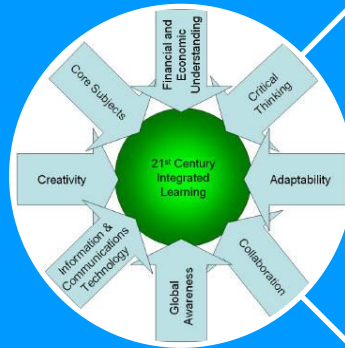
**Use an authorized syllabus from your school and claim identical**



# Event or Deadline for AP Chinese Course and Exam

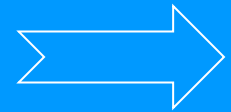
[http://professionals.collegeboard.com/  
testing/ap/dates-deadlines](http://professionals.collegeboard.com/testing/ap/dates-deadlines)

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)



# V. AP Chinese Scoring Guideline and Exam Results

**Richard Chi**  
**University of Utah**  
**Chief Reader**



connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)



# Scoring Statistics

## 2012 Free-Response Questions

Question	Points Possible	Mean		Standard Deviation	
		Total Group	Standard Group	Total Group	Standard Group
<b>Writing</b>					
Story Narration	6	4.50	3.62	1.15	1.15
Email Response	6	4.72	3.48	1.40	1.49
<b>Speaking</b>					
Conversation	36	28.45	21.58	6.01	7.95
Cultural Presentation	6	4.46	3.32	1.50	1.52

\*The **Standard Group** does not include students who hear or speak Chinese at home or who have lived for more than one month in a country where Chinese is the native language.

# Student Score Distributions

## AP Exam – May 2012

Exam Score	Total Group		Standard Group	
	Number	% At	Number	% At
5	6,655	71.1	501	28.7
4	1,236	13.2	336	19.3
3	1,017	10.9	527	30.2
2	217	2.3	170	9.8
1	232	2.5	209	12.0
Number of Students	9,357	--	1,734	--
3 or Higher	8,908	95.2	1,364	78.3
Mean Score	4.48	--	3.43	--
Standard Deviation	0.95	--	1.32	--

# Mean Score: 2007-2012

Year	Story Narration		Email Response		Conversation		Cultural Presentation	
	Total Group	Standard Group	Total Group	Standard Group	Total Group	Standard Group	Total Group	Standard Group
2012	4.50	3.62	4.72	3.48	28.45	21.58	4.46	3.32
2011	4.08	3.35	4.58	3.45	26.41	19.17	4.78	3.91
2010	5.06	3.39	5.06	4.28	27.92	21.84	4.75	3.87
2009	4.40	3.52	5.32	4.45	29.58	23.06	4.60	3.65
2008	4.15	3.57	5.37	4.62	27.60	20.54	4.51	3.58
2007	4.41	3.62	4.81	3.86	27.51	21.39	4.23	3.34

# ASSESSMENT CRITERIA: SCORING GUIDELINES

## **Task Completion:**

response to the prompt; text type  
organization

---

## **Delivery:**

pace; pronunciation; use of register

## **Language Control:**

vocabulary; grammatical structures

# Scoring Criteria

Score	Definition
6	Excellent: Demonstrates excellence
5	Very Good: suggests excellence
4	Good: Demonstrates competence
3	Adequate: Suggests competence
2	Weak: Suggests lack of competence
1	Very Weak: Demonstrates lack of competence
0	Contains nothing that earns credit

## Speaking (Conversation): *Task Completion*

Score	Response to Prompt	Elaboration with detail	Organization
6	Thorough, appropriate	Yes	Smoothly connected sentence
5	Thorough, appropriate	May include elaboration	Connected sentences
4	Appropriate	No	Loosely connected sentences
3	Appropriate but basic	No	Disconnected sentences
2	Appropriate but incomplete	No	Fragmented sentences
1	Marginal or minimal	No	Disjointed sentences
0	Clearly does not respond to prompt; not in Mandarin Chinese; restatement of prompt; “I don’t know,” “I don’t understand,” “Please repeat,”; blank		

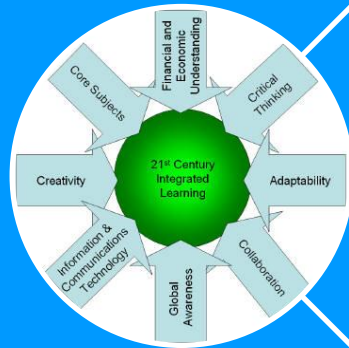
## Speaking (Conversation): *Delivery*

Score	Pace & Intonation	Hesitation & Repetition	Pronunciation errors	Use of register
6	Natural	Minimal	Minimal	Consistently appropriate
5	Smooth	Occasional	Occasional	Appropriate with occasional lapses
4	Generally consistent	Intermittent	Several--necessitating no special listener effort	Consistent with several lapses
3	Inconsistent	Interfere with comprehension	Errors necessitating special listener effort	Inconsistent with many lapses
2	Labored	Frequent	Frequent--necessitating constant listener effort	Frequently inappropriate
1	Very labored	Constant	Frequent--necessitating Intense listener effort	Constantly inappropriate

## Speaking (Conversation): *Language Use*

Score	Vocabulary & Idioms	Vocabulary & Idioms Errors	Grammatical Structures	Grammatical Structures Errors
6	Rich and Appropriate	Minimal	Wide range	Minimal
5	Appropriate	Sporadic	A Variety	Sporadic
4	Mostly appropriate	No obscuring of meaning	Mostly appropriate	No obscuring of meaning
3	Limited appropriate	Frequent; sometimes obscuring meaning; intermittent language interference	Mostly simple	Frequent; sometimes obscuring meaning
2	Minimally appropriate	Frequent; obscuring meaning; repeated language interference	Limited	Frequent; obscuring meaning
1	Insufficient, inappropriate	Frequent; significantly obscuring meaning; constant language interference	Little or no control	Frequent; significantly obscuring meaning





## **VI. Best Practices in Teaching and Assessing**

### **Pre-AP Speaking & Writing**

**Lea Ekeberg  
William Penn Charter School**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# Assessment in pre-AP courses

---

- ◉ Tingxie
- ◉ Vocabulary quiz
- ◉ Grammar-Translation quiz
- ◉ Memorized performance
- ◉ Free-response items

## Why do we need free-response items?

---

- Remind teachers of ultimate goal
- Foster goal-oriented mindset in students
- Check progress towards that goal

# Characteristics of Free-Response Items

---

- Simulate real-life situations
- Require students to carry out a communicative act
- Require students to respond in the moment
- Allow for a variety of approaches, elaboration, and detail

# Pre-AP Free-Response Items

---

## ● Speaking

- Dialogue
- Presentation
- Story

## ● Writing

- Letter / email
- Essay
- Story

# Pre-AP Role Play Tasks

---

- ① Make plans with your friend for the weekend, based on the weather report.
- ① Convince your child to join a sports team.
- ① Convince your mother to drive you to school due to the bad weather.
- ① Attempt to borrow a pen from a friend, even though you always lose them.

# Pre-AP Role Play Rubric

	Content & Organization	Vocab & Structures	Pronunciation & Fluency
A	Role is played <b>smoothly and fully</b> . Conversation has a <b>clear logic and flow</b> . You include a <b>variety of details</b> .	<b>Wide variety of appropriate and challenging V &amp; S</b> from past and present, used with a <b>high degree of accuracy</b> .	<b>Highly accurate</b> pronunciation. Speech flows <b>fluently</b> , with <b>natural pace and intonation</b> .
B	Role is <b>successfully carried out</b> . Conversation <b>generally</b> has logic and flow, although there may be an <b>occasional bump</b> . You include <b>some details</b> .	<b>Appropriate V &amp; S</b> from past and present, <b>generally</b> used accurately.	<b>Mostly accurate</b> pronunciation, with <b>occasional errors</b> . <b>Generally</b> fluent, with <b>occasional hesitations or repetition</b> .

# Pre-AP Role Play Rubric

	Content & Organization	Vocab & Structures	Pronunciation & Fluency
C	Role is <b>carried out</b> , but <b>with some bumps</b> . You <b>may have difficulty</b> communicating with your partner, or conversation <b>may lack a clear direction</b> at times. <b>Lacks details</b> .	<b>Limited appropriate V &amp; S</b> , with <b>frequent errors</b> that may create <b>confusion</b> .	Inconsistent pronunciation, with some errors that may create confusion. Pace and intonation are <b>inconsistent</b> .
D	You are <b>unable</b> to carry out all aspects of your role. You have <b>difficulty</b> communicating with your partner, and the conversation <b>lacks logic and flow</b> .	<b>Few, basic terms</b> , generally used <b>inaccurately</b> .	<b>Frequent errors</b> in pronunciation. <b>Halting speech</b> , with <b>frequent</b> hesitation and repetition.



Good stuff	Corrections	Comments
你在做什么？ 我得去学校。我学中文。 哎呀，对不起，对不起，我还在我的家。因为我忘了！	wǒ <u>wàng</u> le you said “我赶快跑到去 cactus cantina 吗？”。 You should say “我赶快跑到 c.c., 对不对？”	Very nice job! You were very natural, asking Nana what she was doing, saying “aiya, duibuqi, duibuqi”, etc. Just a couple of corrections. And in the future, we’ll work on elaborating more, giving details, making comments, so that you can say more (and laugh less) 😊



普娜娜 - Inviter  
武文 - Invitee

9/10  
8.5/10

Good stuff	Corrections	Comments
明天下午四点，好不好？ 明天晚上八点，好不好？ 明天见！ 武文，你在哪儿？我很生气！ 你赶快来！	我们去 cactus cantina 吗？ - this sentence is like “Are we going to Cactus Cantina?”. It sounds like you had already discussed it previously, and now you are calling to get a final decision. That’s fine if it’s what you meant. However, if you wanted to invite someone out of the blue, you would suggest it like this “我们去 cactus cantina, 好吗？”	Very nice work! You played your role well, you invited, you were angry, you forgave. All with good tones, accurate structures, and new vocab. You got a little thrown off when Wu Wen asked you what you were doing – remember that you can’t plan everything in advance – you need to hear and respond to your partner. We’ll work on that over the course of this year.

Good stuff	Corrections	Comments
<p>不行，因为星期五是我的妈妈的生日。 星期三我们去<b>Chipotle</b>，好吗？ 对不起，对不起，我忘了！</p>	<p>bù <u>xíng</u> 我的妈妈的生日 (you drop the first de when you have two in a row) <u>xīngqīsān</u> 你要burrito吗？(NOT想)</p>	<p>You responded quite fluently and naturally to the different situations! Repeating 对不起 is a very nice touch. Focus on tones as you practice – overall yours are very good, but occasionally a few go astray. 😊</p>



盖英力 - inviter  
苏丽雯 - invitee

8/10

8.5/10

Good stuff	Corrections	Comments
<p>我们星期五下午三点半去<b>Chipotle</b>，好吗？ 星期天下午三点在<b>Chipotle</b>见！</p>	<p>sān <u>diǎn</u> bàn 我要burrito (NOT想)</p>	<p>Very nice performance! Careful pronunciation, accurate grammar, very nice role playing. We'll work on fluency over the course of the year, so that you can express more. I sense that you wanted to say something when Su Liwen forgot, but you just growled instead.</p>

Good stuff	Corrections	Comments
星期天一点一刻，好吗？ 星期天见！ 是我，金龙，你在哪儿？ 你忘了吗？ 星期一见！	You said “你行不行去星巴克打棒球，好吗？” – you can say “something 行”，like 三点行 or you can make a suggestion, like 我们去chipotle行不行？ but 行always goes at the end of the sentence. It’s not like 能or可以in the sense that you CANNOT say 我行去chipotle. xīngbākè hěn <u>máng</u>	Overall good work playing your role with good use of new vocab and structures. Pronunciation and fluency are good. Just review the one very important key structure 行不行？



金龙 - Inviter 8.5/10  
 那方舟 – Invited 6.5/10

Good stuff	Corrections	Comments
我还在我的家。 bàngqiú	bù <u>xíng</u> wǒ hěn <u>máng</u> <u>xíng!</u> wǒ zài wǒ de jiā you said “wo chi”, but I don’t know what you meant. dǎ bàngqiú “practice” – you may not use English except for proper names like Chipotle. Your goal is to show me what you can do in Chinese. You could say “wǒ děi dǎ bàngqiú” (I have to play baseball) or “wǒ děi liàn bàngqiú” (I have to practice baseball).	You played your role very minimally, giving short answers like wǒ hěn máng instead of explaining what you were doing. You didn’t take the chance to suggest other times or to say 星期一见. In addition, the few words that you used had tone errors, and you used English, so you did not show me that you could use the new material effectively and accurately.

# Pre-AP Email Writing Tasks

---

- ◉ Write a note to your friend
  - explaining your concerns about your child who has too much homework.
  - attempting to convince him/her to take a trip with you.
  - asking his/her advice on what to wear for a certain occasion.
  - Telling him/her what you found at the market and asking his/her advice on what to buy

# Pre-AP Writing Rubric

	Content & Organization	Vocab & Structures	Character Writing
A	Task is completed <b>smoothly and fully</b> . Writing is <b>well-organized</b> , with a <b>clear purpose</b> and <b>many details</b> . <b>Original</b> and <b>interesting</b> to read.	<b>Wide variety</b> of <b>appropriate</b> and <b>challenging</b> V & S from past and present, used with a <b>high degree of accuracy</b> .	<b>Highly accurate</b> , with very few errors and little pinyin.
B	Task is <b>successfully completed</b> . Writing is <b>generally well-organized</b> , with a purpose. <b>Some details</b> are included.	<b>Appropriate</b> V & S from past and present, <b>generally used accurately</b> .	<b>Mostly accurate</b> , with occasional errors or use of pinyin.

# Pre-AP Writing Rubric

	Content & Organization	Vocab & Structures	Character Writing
C	Task is <b>basically completed</b> . Writing may lack a clear purpose or organization. Few details are included.	<b>Limited appropriate</b> V & S, with <b>frequent errors</b> that may create confusion.	<b>Inconsistent</b> , with <b>frequent</b> errors or reliance on pinyin.
D	Task is only <b>partially completed</b> . Ideas are <b>disconnected</b> .	<b>Few, basic</b> terms, generally used <b>inaccurately</b> .	<b>Few, basic</b> characters, generally used <b>inaccurately</b> .

# Writing Samples

---

*You need to buy some gifts soon, so you made a trip to the market to scout it out. You checked out the products and the prices. Now, you need to report on what you found and convince your friend to go back with you. In your email, you will likely want to:*

- 1. tell your friend who you need to buy gifts for and why*
- 2. let your friend know about what you saw at the market,
  - a. the price*
  - b. how many you want to buy*
  - c. what you thought of it**
- 3. find out when your friend is free to go with you*

你好!

买礼物送给她

我知道林美的生日快到了,所以我们一起~~去~~市场吧!我昨天去了,而且我看看很多很多礼物!我觉得她一定会很喜欢绿色的灯笼,可是我看看很多贵又大又长的。我觉得我们不可以买这个送给她。可是因为她最喜欢绿色,我们可以买一些很美的绿扇子。我看看很美又小又

可爱的绿扇子,可是太贵了!卖扇子的人说,“一把十八块钱。”我说,“可是扇子很小!太贵了!”他说,“十五块钱一把,你要不要?”我说,“要是我买很多,你能不能便宜一点?”他说,“好。”所以我们得到市场去买很多绿扇子。你什么时候有空?明天下午行不行?

A

10/10



2. Find out when your friend is free to go with you

去

你好大明! 昨天我到小商品市场, 因为  
我的妈妈的生日快到了, 所以我想  
一些礼物送给她. 我看到很多  
的东西! 市场有灯笼, 帽子, 毛笔和  
很好看的画. 我想买一顶草帽,  
可是太贵了! 我也喜欢灯笼因为他们  
有红色白! 我想买两个. 我们  
到市场去吧! 你什么“shíhòu”有空?

A-  
9/10

天啊，

昨天我到小商品市场去看看了。我弟弟的生日快到了。他很想有中国 ju hui (party)，所以我得买一些草帽。

草帽又很好看又不贵，二十五元十二，可是我不喜欢卖东西的人。我知道明天下午你有空。你可以不可以和我到商店去买？

B

8.5/10

Rei,

我想买一件礼物送给  
我妈妈，因为我非常喜欢我  
妈妈。我看看毛笔，火笔，中帽。  
我很喜欢一个卖毛笔人的毛笔。  
我说“你的毛笔多少钱？”他说“二  
十块钱”。太贵了。所以我不买。  
我也看看卖中帽人。我想买一顶中帽。  
他说“十五块钱”。那也太贵了，因为  
我只有十块钱。明天，你下午  
有空。我知道！我们去小商品市场  
吧。

B  
8.5/10

你好 金炎成,是我.今天我忘了  
明天是我的妈妈的生日快到了,  
所以我想买一件送给她.中午我  
去商场.商场有很多小商品.商场有  
扇子,灯笼,草帽,还有毛笔.我觉得  
商场很好看,可是太贵了.我知道  
你有多空,所以我们六点半去  
买我的妈妈小商品好不好?给我  
打电话.谢谢好朋友! Bye Bye :)

小朋,

你好! 今天下午我去小商品市场看东西, 因为我妈妈的天气东到了。

他非常喜欢东西, 所以我想买东西送给我的妈妈。 乳帽三东钱, 毛笔

十东钱。我想买一支毛笔, 因为我

的钱很小。明天, 你可以和我一起去市场, 买礼物<sup>送给我们的家</sup>。好不好?

明天你有没有空?

明天 Jian!

P.S. 别忘了你的钱! ~~笔~~

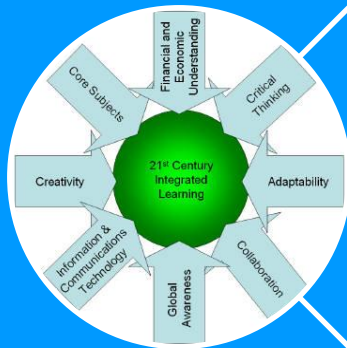
C

7.5/10



**Moderator: Jerry Packard**

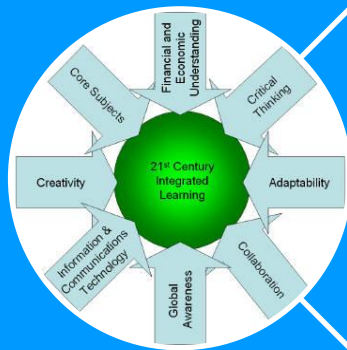
connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)



**Break**

**10:15-10:30**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)



## VI. Best Practices in Teaching and Assessing

### Conversation in AP Chinese

**Lisa Podbilski** (欧莉莎)  
**Berkeley Preparatory School**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)



# Conversation Assessment

## What to assess?

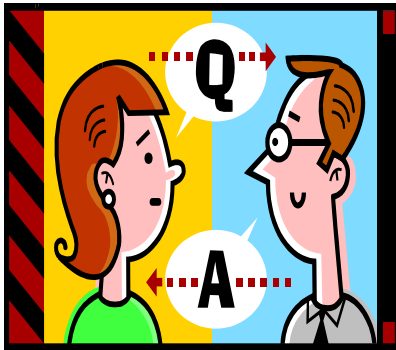
- \* 1. Vocabulary and grammatical usage
- \* 2. Expressive abilities
- \* 3. Culturally appropriate
- \* 4. TIME- how quickly and thoughtfully the student can respond

Remember: Conversation is the Interpersonal Mode of Communication

# Conversation- Formative Assessments

Everyday assessments:

- \* 1. Teacher led question and answer sessions
- \* 2. Interaction among classmates and teacher in target language
- \* 3. Encourage Chinese use outside of the classroom!



# Conversation- Summative Assessment

Time students in their response to questions:

Each question needs to be answered within 20 seconds



Telephone assessment  
Graded debates or discussion

# Conversation Practice- It all starts before AP

The skills needed to be successful start with Pre-AP and vertical teaming or alignment.

**Remember: From Level One and beyond, your ultimate goal preparing students for AP Chinese!**

Skills just as important as content!!



# Conversation Activities

## LEVEL ONE

1. Students ask students questions
2. Scenario situations: first time meeting someone
3. Timed pairing activity: speed interview
4. Guided speaking activities: survey
5. Role play

# Conversation Activities

## LEVEL TWO

1. Continue with student led question and answers
2. Introduce and spiral new scenarios and guided speaking activities
3. Daily Reports
4. Skits and role plays

# Conversation Activities

## LEVEL THREE

Continue to build on the skills emphasized in Levels one and Two, but add more...

1. Culturally appropriate themes and topics
2. Opportunities to compare and contrast
3. Debates and
4. Pictures and imagery to spark conversation

# Conversation Activities

## AP CHINESE

You have made it to the AP year- WHEW!

Keep practicing and encouraging the skills developed in Levels 1, 2 and 3.

1. Create more elaborate scenarios
2. More in depth classroom discussions and debates



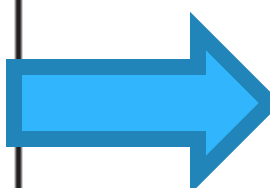
# Conversation: Classroom Musts

- \* Teachers: Speak as much Chinese as possible (90% or above is ideal)
- \* Students: Speak as much Chinese as possible (does not have to be 90% all the time)
- \* Conversations should be organic and natural
- \* Guide students when English language is interfering with Chinese.
- \* Allow students to self correct their speech
- \* Above all: Students LOVE speaking in Chinese! Have fun

# AP Chinese Language and Culture Exam Format

## Section II

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
<b>Section II</b>	<b>Free Response</b>	<b>4 tasks</b>	<b>50%</b>	<b>45 minutes</b>
<b>Part A: Writing</b>	Story Narration  Knowledge/skills: <ul style="list-style-type: none"> <li>• Presentational communication</li> <li>• Narrating story depicted by series of pictures</li> </ul>	1 question	15%	15 minutes
	E-Mail Response  Knowledge/skills: <ul style="list-style-type: none"> <li>• Interpersonal communication</li> <li>• Reading; responding to request</li> </ul>	1 question	10%	15 minutes
<b>Part B: Speaking</b>	Conversation  Knowledge/skills: <ul style="list-style-type: none"> <li>• Interpersonal communication</li> <li>• Participating in conversation by responding appropriately</li> </ul>	6 questions	10%	4 minutes (Response time: 20 seconds per question)
	Cultural Presentation  Knowledge/skills: <ul style="list-style-type: none"> <li>• Presentational communication</li> <li>• Describing and explaining significance of a Chinese cultural practice or product</li> </ul>	1 question	15%	7 minutes (Preparation time: 4 minutes Response time: 2 minutes)



# AP Chinese Language and Culture Scoring Guidelines

6=Excellent (demonstrates excellence in interpersonal speaking)

5=Very good (suggests excellence)

4=Good (demonstrates competence)

3. Adequate (suggests competence)

2. Weak (suggests lack of competence)

1. Very Weak (demonstrates lack of competence)

0.Unacceptable (contains nothing that earns credit)

3 Categories: Task completion, Delivery and Language Use

[Scoring Guidelines](#)

# AP Readers' Advice on Preparation

- \* 1. Use the appropriate register- with whom are you speaking
- \* 2. Practice answering within 20 seconds
- \* 3. Address all aspects of the prompt
- \* 4. Elaboration and detail
- \* 5. Identify exactly what is being asked
- \* 6. Expect a follow up (why or how)
- \* 7. Use connectors 连接词 to sequence events



# Conversation Samples

## AP Central - Chinese Language and Culture Speaking Prompts: 2012



### Conversation 1

How would you rate this answer?

Answer: 6

### **Commentary**

The response directly addresses both parts of the prompt and provides an appropriate answer. The pace is natural and pronunciation is excellent. It demonstrates good use of transitional words (可是; 因為 ... 所以) but contains a minor grammatical error (我在住在這裏只有一年).

# Conversation Samples

## AP Central - Chinese Language and Culture Speaking Prompts: 2012



### Conversation 1

How would you rate this answer?

Answer: 3

#### **Commentary**

The response directly addresses the prompt and provides a basic answer. The pace is generally consistent with some hesitation and repetition. The response demonstrates good pronunciation and tones, but there are some problems with grammar and word choice (這裏的天氣非常的風很大風).

# Conversation Samples

## AP Central - Chinese Language and Culture Speaking Prompts: 2012



### Conversation 2

How would you rate this answer?

Answer: 4

#### **Commentary**

The response directly addresses the prompt and provides an appropriate answer in loosely connected sentences. The pace and intonation of the delivery are generally consistent, with intermittent hesitation and pronunciation errors that do not necessitate special listener effort. Vocabulary and grammatical structures are mostly appropriate.

# Conversation Samples

AP Central - Chinese Language and Culture Speaking Prompts: 2012



Conversation 2

How would you rate this answer?

Answer: 2

## **Commentary**

The response directly addresses the prompt but gives an incomplete answer in fragmented phrases. It employs only minimal appropriate vocabulary and limited grammatical structures.



# Conversation Samples

## AP Central - Chinese Language and Culture Speaking Prompts: 2012



### Conversation 3

How would you rate this answer?

Answer: 5

### **Commentary**

The response directly addresses the prompt with a thorough and appropriate answer in well-connected sentences. Pace and intonation are generally smooth, with occasional hesitation, and vocabulary and grammatical structures are appropriate.

# Conversation Samples

[AP Central - Chinese Language and Culture Speaking Prompts: 2012](#)



Conversation 4

How would you rate this answer?

Answer: 2

## **Commentary**

The response addresses the prompt directly but provides an incomplete answer in loosely connected sentences with frequent hesitation and repetition. The response employs only minimal appropriate vocabulary and limited grammatical structures, with some errors.

# Conversation Samples

## AP Central - Chinese Language and Culture Speaking Prompts: 2012



### Conversation 5

How would you rate this answer?

Answer: 4

#### **Commentary**

The response directly addresses the prompt with an appropriate answer, mentioning several activities to address the time element in the prompt. The pace is consistent, and a cohesive word (然後) is used three times to make the answer more coherent. There are several pronunciation errors, but they do not obscure meaning. Vocabulary and grammatical structures are mostly appropriate, with some errors (早上多晚一點兒起床; 但是在下天就睡覺了) that do not obscure meaning.

# Conversation Samples

## AP Central - Chinese Language and Culture Speaking Prompts: 2012



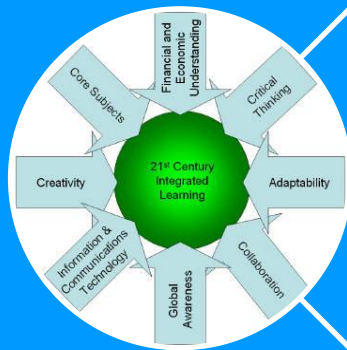
### Conversation 6

How would you rate this answer?

Answer: 6

#### **Commentary**

The response directly addresses the prompt and provides a thorough and appropriate answer in smoothly connected clauses with detail and elaboration. The pace and intonation are generally natural, and pronunciation is accurate, with only a minor exception. The response demonstrates use of register appropriate to the situation, and grammatical structures are employed correctly and appropriately.



## **VI. Best Practices in Teaching and Assessing**

### **Cultural Presentation in AP Chinese**

**Lili Tsai Wong**  
**Clovis West High School**



connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# **Cultural Presentation in AP Exam**

**Lili Tsai Wong 蔡丽莉**

**Clovis West High School/Buchanan High School  
Fresno, CA**

# 5Cs and 3Ms

- The design of AP Chinese and Culture course and test follows five goals of language learning and three modes of communications:
- 5Cs: Communication, Culture, Connections, Comparisons, and Communities
- 3Ms: Interpersonal, Interpretive, Presentational

# Presentational Mode in AP Chinese

- Student develop the speaking proficiency to be able to create a level-appropriated speech or report, produce a newscast or video, and narrate personal experiences and current events in a coherent fashion with comprehensible pronunciation and intonation



# In AP Exam—Section II

## In AP Chinese Exam Section II: the free-response section

- Part A: Writing
- Part B: Speaking
  1. Conversation – 6 questions
  - 2. Cultural Presentation – 1 question**

### Knowledge/Skills Assessed

- Presentation communication
- Describing and explaining significance of a Chinese cultural practice or product

**% Weight of Final Score for Cultural Presentation: 15%**

# Speaking Section Directions: Cultural Presentation

You will be asked to speak in Chinese on a specific topic. Imagine you are making an oral presentation to your Chinese class. First you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as completed as possible.

You will now begin this part.


# Past AP Exam Questions

- 2012** Traditional concepts and values (respect for elders and teachers, guanxi, saving faces, modesty, social harmony, etc.)
- 2011** Chinese leisure activity (martial arts, Chinese chess, karaoke, table tennis, etc.)
- 2010** Chinese celebrity (Yao Ming, Michelle Kwan, Yo-Yo Ma, Jackie Chan, etc.)
- 2009** Chinese art form (calligraphy, Beijing Opera, paper cutting, etc.)
- 2008** city in mainland China or Taiwan (Beijing, Shanghai, Taipei, etc.)
- 2007** Chinese social custom (giving or receiving gifts, meeting someone for the first time, being a guest in someone's home, etc.).

# Scoring Assessment

- AP Chinese Language and culture Scoring Guidelines  
Presentational Speaking: Cultural presentation
  1. Task Completion
  2. Delivery
  3. Language use

# Speaking Performance Characteristics: Task Completion

<b>6</b>	Thorough and appropriate response with elaboration and detail; smoothly connected sentences 
<b>5</b>	Thorough and appropriate response; may include elaboration and detail; connected sentences
<b>4</b>	Appropriate response; loosely connected sentences
<b>3</b>	Basic but appropriate response; disconnected sentences
<b>2</b>	Appropriate but incomplete response; fragmented sentences
<b>1</b>	Marginal or minimal response; disjointed sentences or isolated words
<b>0</b>	Clearly does not respond to the prompt; not in Chinese; blank

# Speaking (Conversation) Performance

## Characteristics: Delivery

---

- 6: Natural pace; minimal hesitation or repetition; accurate pronunciation with minimal errors; consistent use of appropriate register
- 5: Smooth pace; occasional hesitation or repetition; occasional pronunciation errors; consistent use of appropriate register with occasional relapses
- 4: Generally consistent pace; intermittent hesitation and repetition; several pronunciation errors necessitating no special listener effort; appropriate use of register with several lapses
- 3: Inconsistent pace; hesitation and repetition interfering with comprehension; pronunciation errors necessitating listener effort; inconsistent use of register with many errors
- 2: Labored pace; frequent hesitation and repetition; pronunciation errors necessitating constant listener effort; frequent inappropriate use of register
- 1: Very labored pace; constant hesitation and repetition; frequent pronunciation errors necessitating intense listener effort; constant inappropriate use of register

# Speaking (Conversation) Performance

## Characteristics: Language Use

---

- 6: Rich and appropriate vocabulary; wide range of grammatical structures; minimal errors
- 5: Appropriate vocabulary; a variety of grammatical structures; sporadic errors
- 4: Mostly appropriate vocabulary and grammatical structures; errors do not obscure meaning
- 3: Limited appropriate vocabulary; mostly simple grammatical structures; frequent errors sometimes obscure meaning
- 2: Minimal appropriate vocabulary; limited grammatical structures; frequent errors that obscure meaning
- 1: Insufficient and inappropriate vocabulary; little or no control of grammatical structures; frequent errors that significantly obscure meaning

# Advice from Chief Reader for Cultural Presentation

- Remind students to read the prompt carefully and address all its aspects. Also, students need more classroom practice on recognizing and discussing cultural perspectives based on their observations of cultural products and practices.
- Remind students that each year's exam has a different Cultural Presentation prompt, so they cannot simply memorize something in advance and use that as their answer. When a response is unrelated to the current prompt, it will be given a score of 0, no matter how good the language is.
- Help students practice organizing their thoughts within the allotted time so that they can deliver a coherent and cohesive answer.
- Teach students the importance of understanding and addressing the topic of the prompt.
- In preparing students for the exam, do not try to guess the topic, and do not encourage students to memorize a scripted text as a response for the task.
- Guide student to practice organizing information coherently and logically.
- Work on accuracy of pronunciation.



# Best Practices in AP class

- 5Ws: Who, Where, When, Why, What (How)
- 1. choose a topic
- 2. research
- 3. categorize results in 5Ws
- 4. revise to an organized essay

李時珍

童一軒

AP 中文

Mrs. Tsai Wong

# WHO WAS HE?

- ▶ 李時珍是中國古代傑出的醫學家。
- ▶ 他寫的本草綱目供給了中國醫學一個基礎，也解釋了許多藥物的迷信。



李時珍(1518-1593)

# WHAT WAS HE?

- ▶ 李時珍的家有當醫師的傳統，因此他對醫學很有興趣。
- ▶ 他試了很多草藥也於死神交戰了六次。他的經驗對他寫的書很有幫助。



# WHEN WAS IT?

- ▶ 李時珍,字東璧,號瀕湖,生於明武宗正德十三年(公元一五一八年),卒於神宗萬曆二十一年(公元一五九三年).
- ▶ 李時珍是明朝的醫生



# WHERE WAS IT?

- ▶ 李時珍是湖北蕪(今湖北省蕪春縣)人
- ▶ 他走遍中國許多地方, 研究草藥, 讀了八百多本 醫學書, 也看過兩千多種草藥.



# WHY DID HE?

- ▶ 小時他的爸爸並沒有受到尊重，李時珍三次鄉試都沒中舉。他最後放棄當官的希望，而開始從醫。
- ▶ 在他讀的醫學書中，他發現了許多的瑕疵，因此他決定要寫一本完整的草藥書。





# 中国草药



By

李建宏



# 什么是中国草药?

中藥包括兩種成份，陰和陽。

不像西藥，中藥強調平衡更多于效力。



# 何时中医开始？



中藥最早發現在中國的漢朝。



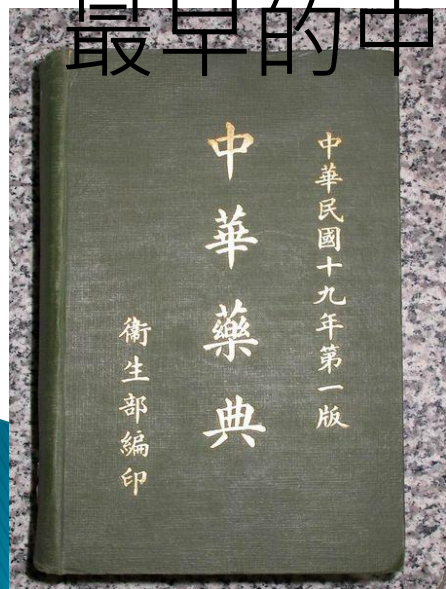
中藥已經有一千七百多年了。

# 创造中国草药技术的人们

- ▶ 本草綱目，是李時珍寫的最重要的中藥書。



最早的中藥書，是神農寫的神農本草經。

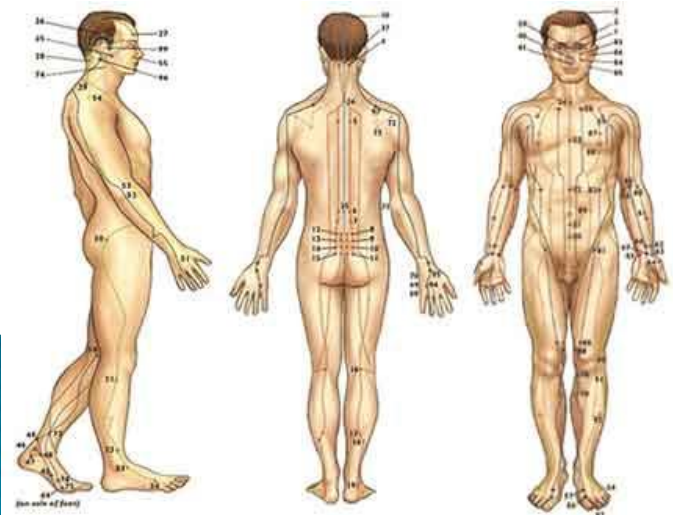


# 分类中国草本 (categories of chinese herbal medicine)



中藥分成四氣，五味，歸經。

這些種類都醫治不同的病。



# 怎么使用他们 (how they are used)



中藥用來防止人早早的死。

中藥用來治病，像發燒和頭痛。



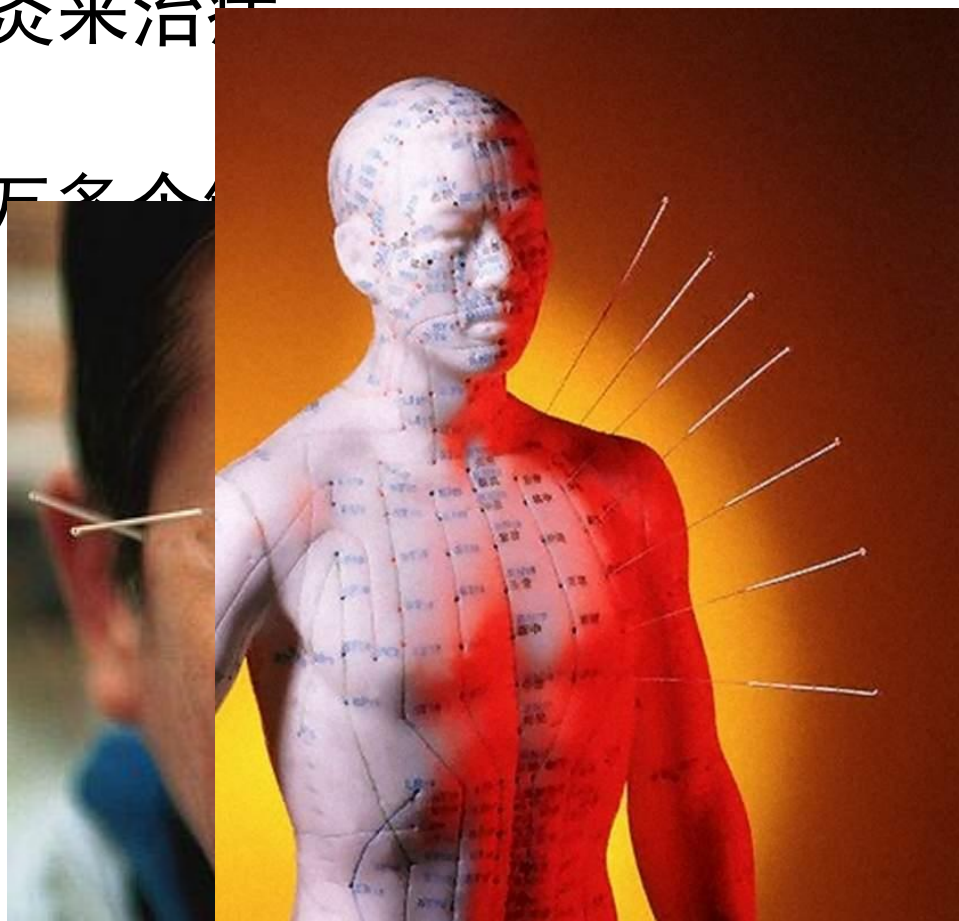
Song: 周杰倫: 本草綱目

# 针灸

-黄芳玲

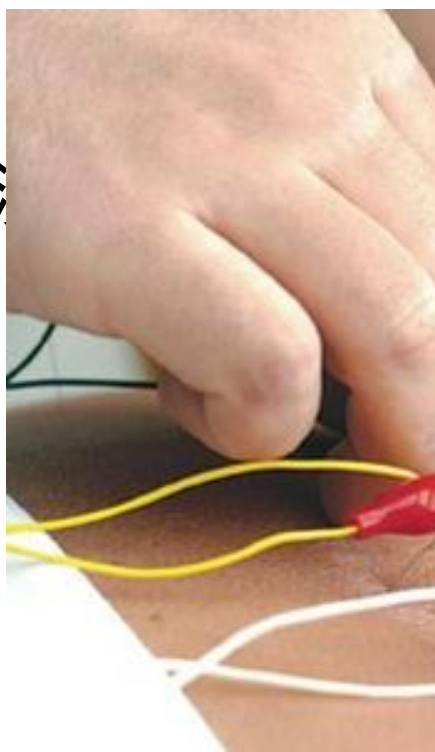
# 人: Who

- ▶ 古时候,中国人已经开始用针灸来治病,后来,很多不同的国家也用针灸来治病
- ▶ 现在,美国已经有3万多个



# 时: When

- ▶ 在十六世纪的时候，葡萄牙
- ▶ 针灸是从



皇甫謐 针番



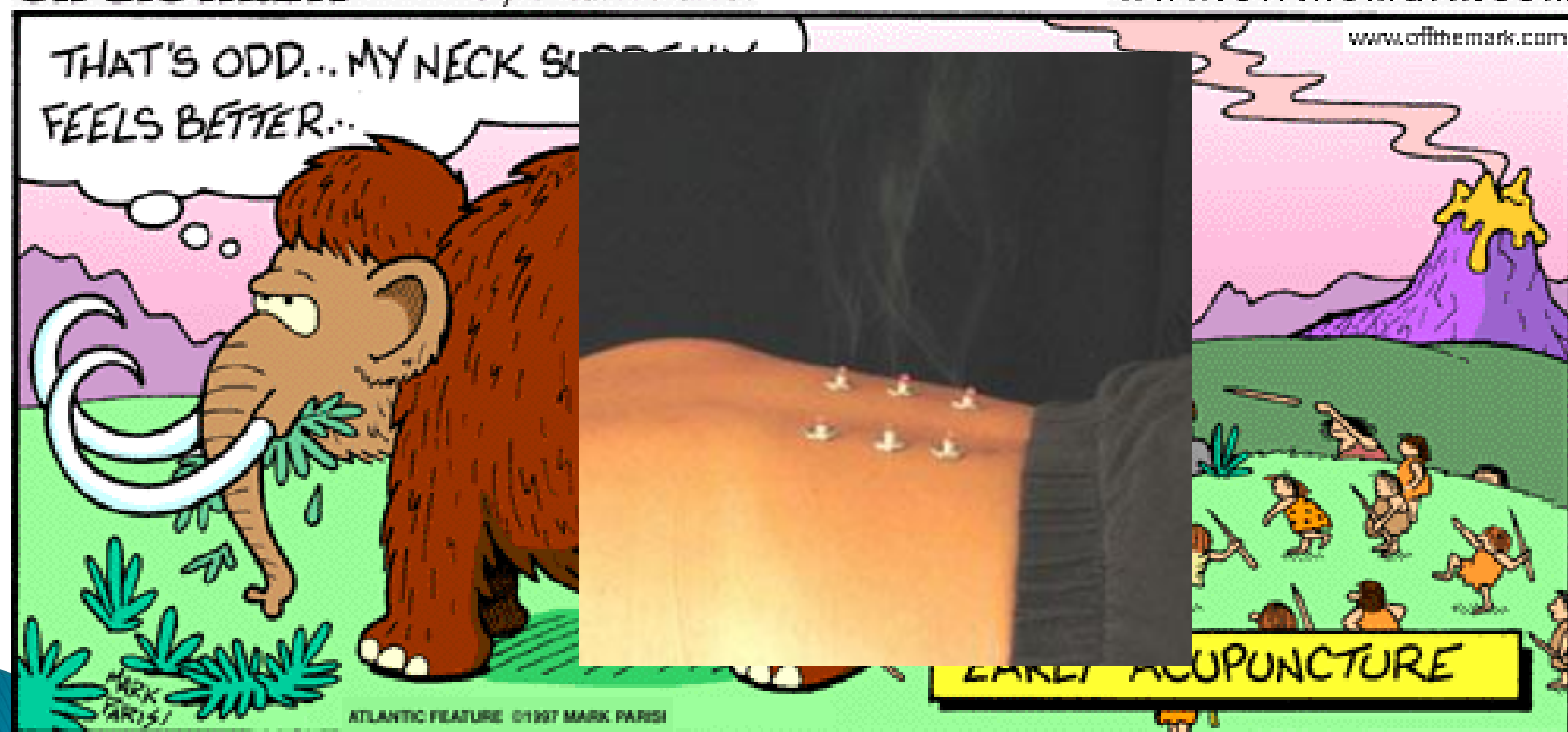
# 地: Where

- ▶ 针灸来自中国

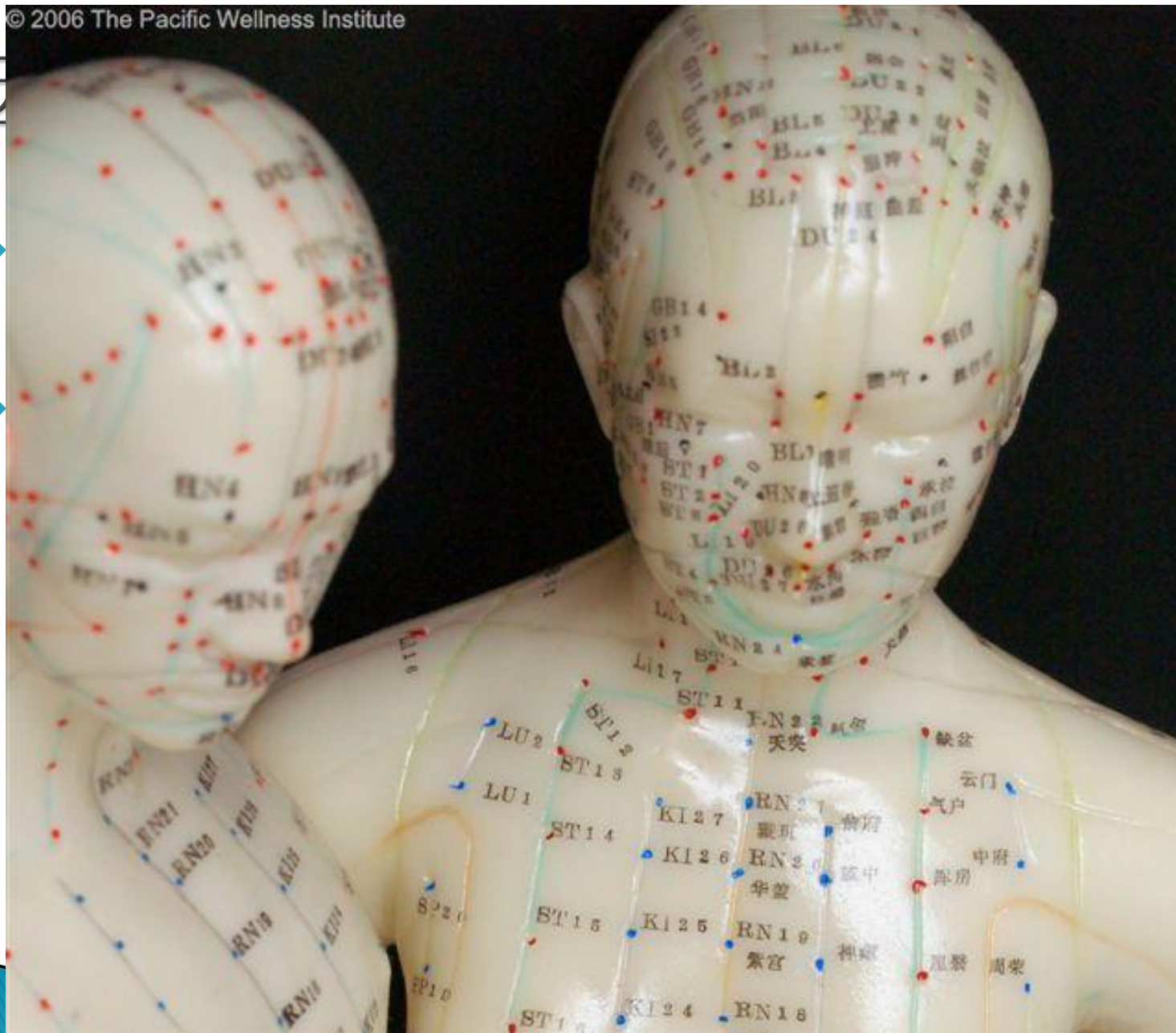
**off the mark**

by Mark Parisi

[www.offthemark.com](http://www.offthemark.com)

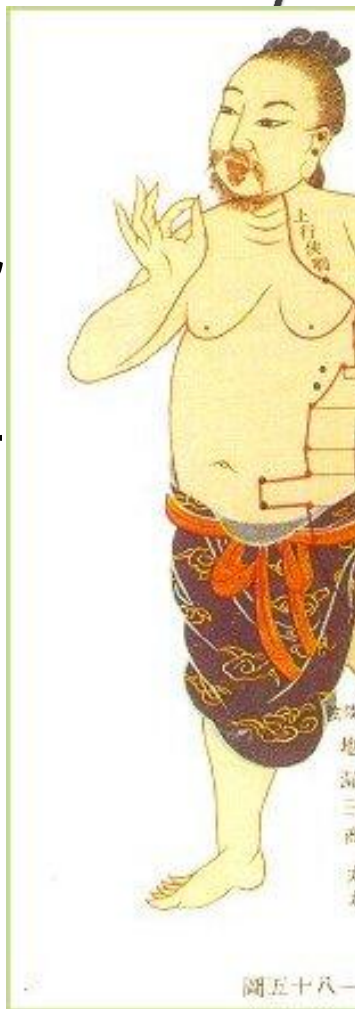


© Mark Parisi, Permission required for use.



物: How/V

- ▶ 中式
- ▶ 针



大小、



# 孔子的哲学

-裴亚男

# 谁 - Who

- ▶ 孔子是中国的最有名哲学家.
- ▶ 他的哲学帮助很多人学自然界, 世界, 和人的行为.



表師世萬

至誠至聖與兩間  
功化同流



先覺先知為萬古倫常立極

# 哪兒 – Where

- ▶ 在周代，孔子遨遊了中國和也教哲學。
- ▶ 在中國的首都，周，孔子念書很多和變得老師。



# 何时 – When

- ▶ 在第六 – 第七的世纪，孔子创立了 Confucianism.
- ▶ 然后孔子的死亡，他的弟子给世界 Confucianism.



# 为什么 - Why

- ▶ 孔子要学哲学因为很多人没有道德水平.
- ▶ 孔子想中国的补救是贤能的原则.



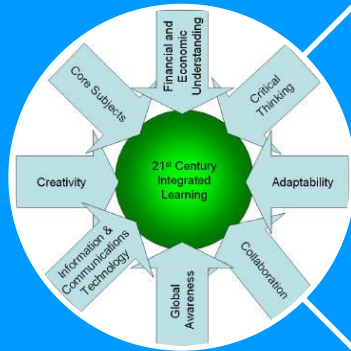


# 什么 / 怎样 - What / How



# Quotes / Sayings

- 子貢問曰、有一言、而可以終身行之者乎。子曰、其恕乎、己所不欲、勿施於人。
- *Adept Kung asked: "Is there any one word that could guide a person throughout life?"*  
*The Master replied: "How about 'shu' [reciprocity]: never impose on others what you would not choose for yourself?"*  
*Analects XV.24*
- ▶ “What the superior man seeks is in himself; what the small man seeks is in others.”
- ▶ “Real knowledge is to know the extent of one's ignorance.”
- ▶ “Forget injuries, never forget kindnesses.”
- ▶ “At 15 I set my heart on learning; at 30 I firmly took my stand; at 40 I had no delusions; at 50 I knew the Mandate of Heaven; at 60 my ear was attuned; at 70 I followed my heart's desire without overstepping the boundaries of right.”



## **VII. Available Resources: AP Central**

**Jianhua Bai**  
**Kenyon College**  
**College Board Advisor**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)

# What's Available on AP Central?

Hong Gang Jin (original author of a previous version)  
and Jianhua Bai

# The home-page: AP Central

<http://apcentral.collegeboard.com>

The image shows a screenshot of the AP Central homepage. The title "AP Central" is circled in green, and a black arrow points from the URL above to it. On the left side, there is a vertical navigation menu with six green buttons: "HOME" (dark blue), "AP COURSES AND EXAMS", "PRE-AP®", "INSTITUTES AND WORKSHOPS", "DISCUSSION GROUPS", and "BECOME AN AP READER". Black arrows point to the "AP COURSES AND EXAMS", "PRE-AP®", "INSTITUTES AND WORKSHOPS", and "BECOME AN AP READER" buttons. The main content area features three promotional boxes: 1) "AP COURSE AUDIT" with a chalkboard background, a link to "2009-2010 AP Course Audit", and text stating "The AP Course Audit is now accepting materials for new 2009-10 AP courses." 2) "AP Annual Conference 2010" with a blue background and a white box containing the text "Submit Your Proposal Today ▶" and "Deadline: October 20, 2009". 3) "2009 AP EXAMS" with a red background and text "Free-Response Questions and Scoring Guidelines ▶". Below this box is a link to "2009 AP Exam Materials" and text stating "The 2009 Free-Response Questions and Scoring Guidelines are available now!".

**AP Central**

HOME

AP COURSES AND EXAMS

PRE-AP®

INSTITUTES AND WORKSHOPS

DISCUSSION GROUPS

BECOME AN AP READER

**AP COURSE AUDIT**

[2009-2010 AP Course Audit](#)  
The AP Course Audit is now accepting materials for new 2009-10 AP courses.

**AP Annual Conference 2010**

Submit Your Proposal Today ▶  
Deadline: October 20, 2009

**2009 AP EXAMS**  
Free-Response Questions and Scoring Guidelines ▶

[2009 AP Exam Materials](#)  
The 2009 Free-Response Questions and Scoring Guidelines are available now!

# Major Links

## AP Central

HOME

AP COURSES  
AND EXAMS

PRE-AP ®

INSTITUTES AND  
WORKSHOPS

DISCUSSION  
GROUPS

BECOME AN  
AP READER

AP COURSE HOMEPAGES

Select a Course



1. AP courses and exams
2. AP course audit
3. Pre-AP
4. Institutes and workshops
5. Become an AP examiner
6. Discussion groups

# Important Information and Resources for AP Chinese

HOME

AP COURSES  
AND EXAMS

PRE-AP ©

INSTITUTES AND  
WORKSHOPS

DISCUSSION  
GROUPS

BECOME AN  
AP READER

Be an AP  
Exam Reader.  
APPLY TODAY!



SIEMENS  
Awards for  
Advanced  
Placement

Page

## AP Chinese Language and Culture Course Home Page



### AP Chinese Language and Culture Course Information

- [Chinese Language and Culture Teachers' Conference, October 10, 2009](#) **Free!**
- [VTG for World Languages and Cultures](#) **New!**
- [2007 AP Chinese Language and Culture Released Exam: Multiple Choice Questions](#)
- [AP Chinese Language and Culture Course Description \(.pdf/3.5MB\)](#)
- [AP Chinese Language and Culture Course Description Audio Files](#)
- [AP Chinese Language and Culture Teacher's Guide \(.pdf/1.5MB\)](#)
- [Sample Syllabi](#)
- [AP Chinese Language and Culture FAQs](#)
- [AP Chinese Language and Culture Development Committee](#)
- [AP Chinese Language and Culture Newsletter](#)
- [AP Chinese Language and Culture Course Perspective](#)

### AP Course Audit Information

- [Syllabus Development Guide, Sample Syllabi](#)

# 1. AP Chinese course Description

Be sure to check out:

1. AP courses
2. AP exams
3. AP exam grade
4. Course content and skills
5. Assessment
6. Instructional resources
7. Course objectives
8. The exam format



## CHINESE LANGUAGE AND CULTURE

Course Description

2009-2011





# 2. AP Chinese Teacher's Guide

## AP Chinese Language and Culture Teacher's Guide

Miao-Fen Tseng

曾妙芬

University of Virginia, Charlottesville

- **Chapter 1.** About AP Chinese Language and Culture
- **Chapter 2.** Advice for AP Chinese Language and Culture Teachers
- **Chapter 3.** How to Organize Your Course
- **Chapter 4.** The AP Exam in Chinese Language and Culture
- **Chapter 5.** Resources for Teachers



# 3. Sample AP Chinese Syllabi

## Sample Syllabi

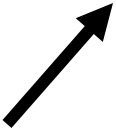


### Annotated Sample Syllabi

Four sample syllabi per course have been written by AP teachers who teach in the public or private sector and by college professors who teach the parallel college-level course. The sample syllabi are selected by the AP Course Audit's senior reviewers as examples that clearly model the presentation of evidence for each requirement. Collectively, these syllabi illustrate a variety of ways a course can meet the AP Course Audit curricular requirements.

### Sample Syllabi Index

<b>Art History</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>Biology</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>Calculus AB</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>Calculus BC</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>Chemistry</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>
<b>Chinese Language and Culture</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>Computer Science A</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>Computer Science AB</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>English Language and Composition</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>	<b>English Literature and Composition</b> <a href="#">Syllabus 1</a> <a href="#">Syllabus 2</a> <a href="#">Syllabus 3</a> <a href="#">Syllabus 4</a>



# Sample Syllabus

## Content:

1. Course overview
2. Course planner
3. Teaching strategies
4. Lab component
5. Student evaluation
6. Teacher resources
  - Textbooks
  - Films
  - Periodicals
  - Web sites
7. Student activities
8. Target standards
9. Cultural projects
  1. Description
  2. Reflection
10. Cooking project

## AP<sup>®</sup> Chinese Language and Culture

### Sample Syllabus 1

#### Course Overview

The main course objective for AP<sup>®</sup> Chinese Language and Culture is to refine and further develop students' abilities in Chinese oral and formal written communication. We use the textbook *Beyond the Basics* by Jianhua Bai et al. and articles from a Chinese newspaper. [C7]

The AP Chinese Language and Culture course also provides an introduction to literary Chinese and ancient Chinese literature. [C3] Texts used include *Gateway to the Chinese Classics*, by Jeannette L. Faurot, and *Chinese Breakthrough: Learning Chinese Through TV and Newspapers* by Hong Gang Jin, De Bao Xu, and John Berninghausen, as well as articles from Chinese newspapers and teacher handouts.

#### Course Planner

##### Fall Semester

Week	Lesson Objectives (L=Lesson)	Content or Theme	Notes
1	Orientation	Introduction to course/first day packet—classroom management	Usually school starts on Thursday, so this is a short week.
2	L1 Use target language to describe childhood.	Vocabulary, sentence pattern, and grammar	Quiz on L1 vocabulary
3	L1 Support descriptions with	Text/translation, L1 exercise, and	Students write a composition every other

**C7**—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

**C3**—In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.

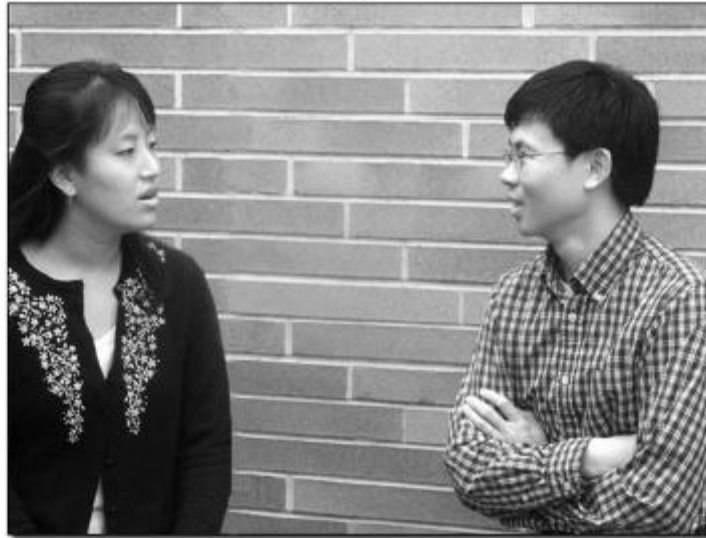



# **4. 2007 AP Chinese Exam**

[is available on line](#)

## 5. Free-response Items Published in July

School conversation  
Selection plays one time.



 [Narrator] Now you will listen once to a conversation between two students.

(Woman) 聽說你考上南京大學了，祝賀你啊！

(Man) 那兒能跟你比啊，考上北大了，真羨慕你。

(Woman) 你打算學什麼專業啊？

(Man) 學醫，你呢？

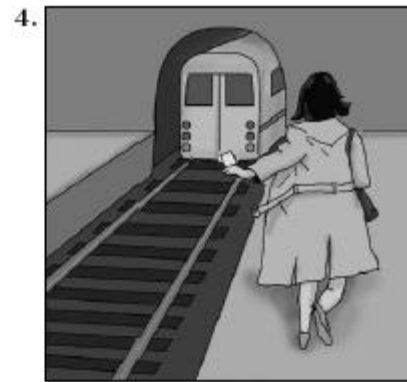
(Woman) 做醫生太辛苦，我要學法律，以後當律師。

(Narrator) Now answer the questions for this selection.]

# Story Narration Sample

## Story Narration

The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.



## Free Response Questions

<b>Free-Response Questions</b>	<a href="#">2009</a>	<a href="#">2008</a>	<a href="#">2007</a>
--------------------------------	----------------------	----------------------	----------------------

### 2008: Free-Response Questions

Questions	Scoring	Samples and Commentary	Grade Distributions
<a href="#">All Questions</a>			
<a href="#">Speaking Audio Prompts</a>			

### 2007: Free-Response Questions

Questions	Scoring	Samples and Commentary	Grade Distributions
<a href="#">All Questions</a>	<a href="#">Scoring Guidelines</a>	<b>Interpersonal Writing</b>	<a href="#">Grade Distributions</a>
<a href="#">Speaking Audio Prompts</a>	<a href="#">Student Performance Q&amp;A</a>	<a href="#">Email Response</a>	
	<a href="#">Scoring Statistics</a>	<a href="#">Relay Telephone Message</a>	
		<a href="#">Speaking samples</a>	



# Sample Responses and Comments



## Student Performance Q&A:

### 2007 AP<sup>®</sup> Chinese Language and Culture Free-Response Questions

The following comments on the 2007 free-response questions for AP<sup>®</sup> Chinese Language and Culture were written by the Chief Reader, Tao-chung Yao of the University of Hawaii, Manoa. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student performance in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

#### Presentational Writing Task 1: Story Narration

##### *What was the intent of this task?*

This task evaluates writing in the presentational communicative mode by having students narrate a story to a friend, based on a series of four pictures. Students are given 15 minutes to write the narration, and the response receives a single, holistic score, according to how well it accomplishes the assigned task. The purpose of this question is to determine whether students can write a well-organized story with a clear progression of ideas (a beginning, middle, and end), including as many details as possible. It also gives them a chance to demonstrate their ability to use appropriate transitional elements and cohesive devices, as well as sophistication of sentence structure and vocabulary.

This year's pictures were about two people bicycling in the mountains. One loses his book bag in the woods, and the other helps him to find the bag by calling the cell phone in the bag.

##### *How well did students perform on this task?*

The mean score for the Standard Group<sup>\*</sup> was 3.62 out of a possible 6 points. The mean score for the Total group was 4.41. Most of the students were able to complete the task satisfactorily.

<sup>\*</sup> The Standard Group does not include students who hear or speak Chinese at home or who have lived for one month or more in a country where Chinese is the native language. Decisions on cutoff scores are based on the Standard Group.

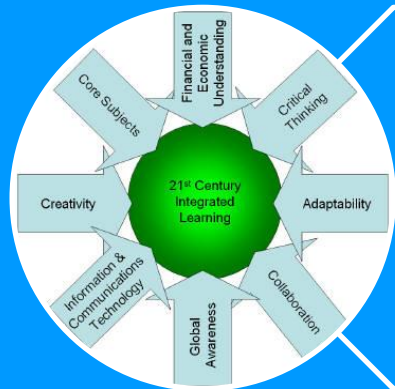




**AP Central--  
A best way to find info on  
AP Chinese**

<http://apcentral.collegeboard.com/chinese>

<http://apcentral.collegeboard.com>



## VIII. Professional development opportunities

**Cecilia Chang**  
**Williams College**



connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)



# 培训班

---

- 2006年大学理事会开始在各地举办各类AP 中文培训班。
- 2006年春公布AP中文课程大纲、教师手册（包括课程简介、测试样题、课程大纲样本等相关信息）及网上资源（练习手册、网站等）

- AP中文資訊網址

<http://apcentral.collegeboard.com/chinese>



# Chinese Language and Culture Initiatives

---

- To expand Chinese education in U.S. schools and to support the growth of AP Chinese:
  - ✓ Summer institutes in China for current Chinese teachers
  - ✓ Guest teachers from China, school presentations on Chinese language and culture
  - ✓ Delegations to China

[www.collegeboard.com/k12chinese](http://www.collegeboard.com/k12chinese)



# AP Annual Conference

---

- **July 17-21 2013, Las Vegas, NV**
- AP course and exam updates
- Sessions on best practices in both teaching and assessment in Chinese and all other world languages.



# AP Annual Conference

---

- 2013 Exam Results
- How to make effective use of websites to learn Chinese
- How to improve presentational writing tasks using Backward Design

<http://professionals.collegeboard.com/prof-dev/events>



# AP Chinese Language and Culture Teacher Community

---

This AP Teacher Community is a professional learning network connecting AP Chinese Language and Culture teachers worldwide.

<https://apcommunity.collegeboard.org/web/apchinese/>



# Other PD Activities

---

- Regional and national conferences
- One day and weeklong workshops on AP Chinese and Vertical Team Building
- On-line events
- Reader at the AP Reading
- College Board Professional Development Consultant

<http://professionals.collegeboard.com/prof-dev>





# PD Materials on AP Central

---

- <http://apcentral.collegeboard.com/apc/Pageflows/TeachersResource/TeachersResourceController.jspf>
- [http://apcentral.collegeboard.com/apc/public/preap/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/index.html)
- Publications such as the special-focused series (e.g. developing narration in Chinese)



# Finding other PD Activities

---

- **Chinese Language Teachers Association**

<http://clta-us.org/>

- **Chinese Language Association of Secondary-Elementary Schools**

<http://www.classk12.org/>

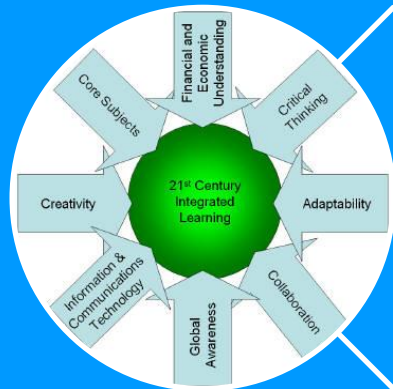
- **American Council on the Teaching of Foreign Languages** <http://www.actfl.org/>



# Finding other PD Activities

---

- **National Council of Less Commonly Taught Languages**  
<http://www.councilnet.org/>
- **Technology and Chinese Language Teaching**  
<http://www.tclt.us/>
- **National Capital Language Resource Center**  
<http://www.nclrc.org/>
- **Asia Society**  
<http://asiasociety.org/education/chinese-language-initiatives>



# IX. Q & A

**Moderator: Hong Gang Jin**

connect to college success  
[www.collegeboard.com](http://www.collegeboard.com)