



## **AP<sup>®</sup> Chinese Language and Culture 2007 Scoring Guidelines**

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# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE

## 2007 SCORING GUIDELINES

### Presentational Writing: Story Narration

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in presentational writing</b>	<ul style="list-style-type: none"> <li>Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests excellence in presentational writing</b>	<ul style="list-style-type: none"> <li>Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
<b>4</b>	<b>GOOD</b> <b>Demonstrates competence in presentational writing</b>	<ul style="list-style-type: none"> <li>Narration tells a complete story consistent with stimulus, but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
<b>3</b>	<b>ADEQUATE</b> <b>Suggests competence in presentational writing</b>	<ul style="list-style-type: none"> <li>Narration tells a basic story consistent with stimulus, but may have inconsistencies in its logical progression from beginning to end</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
<b>2</b>	<b>WEAK</b> <b>Suggests lack of competence in presentational writing</b>	<ul style="list-style-type: none"> <li>Response characterized by description or listing, with little narration; may be inconsistent with stimulus</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
<b>1</b>	<b>VERY WEAK</b> <b>Demonstrates lack of competence in presentational writing</b>	<ul style="list-style-type: none"> <li>Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
<b>0</b>	<b>UNACCEPTABLE</b> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Chinese</li> <li>Blank</li> </ul>		

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## 2007 SCORING GUIDELINES

### Presentational Writing: Personal Letter

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses all aspects of prompt with thoroughness and detail, including elements typical of a letter (e.g., format, date, closing, set phrases)</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
5	<b>VERY GOOD</b> Suggests excellence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses all aspects of prompt, including elements typical of a letter (e.g., format, date, closing, set phrases)</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
4	<b>GOOD</b> Demonstrates competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses all aspects of prompt, including elements typical of a letter (e.g., format, date, closing, set phrases), but may lack detail or elaboration</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
3	<b>ADEQUATE</b> Suggests competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses topic directly, but may not address all aspects of prompt</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses topic only marginally or addresses only some aspects of prompt</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
1	<b>VERY WEAK</b> Demonstrates lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Letter addresses prompt only minimally</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>Not in Chinese</li> <li>Blank</li> </ul>		

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**2007 SCORING GUIDELINES**  
**Interpersonal Writing: E-Mail Response**

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in interpersonal writing</b>	<ul style="list-style-type: none"> <li>E-mail addresses all aspects of stimulus with thoroughness and detail</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests excellence in interpersonal writing</b>	<ul style="list-style-type: none"> <li>E-mail addresses all aspects of stimulus</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
<b>4</b>	<b>GOOD</b> <b>Demonstrates competence in interpersonal writing</b>	<ul style="list-style-type: none"> <li>E-mail addresses all aspects of stimulus, but may lack detail or elaboration</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
<b>3</b>	<b>ADEQUATE</b> <b>Suggests competence in interpersonal writing</b>	<ul style="list-style-type: none"> <li>E-mail addresses topic directly, but may not address all aspects of stimulus</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
<b>2</b>	<b>WEAK</b> <b>Suggests lack of competence in interpersonal writing</b>	<ul style="list-style-type: none"> <li>E-mail addresses topic only marginally or addresses only some aspects of stimulus</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
<b>1</b>	<b>VERY WEAK</b> <b>Demonstrates lack of competence in interpersonal writing</b>	<ul style="list-style-type: none"> <li>E-mail addresses stimulus only minimally</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
<b>0</b>	<b>UNACCEPTABLE</b> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Chinese</li> <li>Blank</li> </ul>		

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## 2007 SCORING GUIDELINES

### Interpersonal Writing: Relay Telephone Message

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail is thorough and detailed, including necessary information</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
5	<b>VERY GOOD</b> Suggests excellence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail is complete, including necessary information</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
4	<b>GOOD</b> Demonstrates competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail is nearly complete, but has minor omissions</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
3	<b>ADEQUATE</b> Suggests competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail provides much, but not all, necessary information</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail provides some necessary information but omits several important details</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
1	<b>VERY WEAK</b> Demonstrates lack of competence in interpersonal writing	<ul style="list-style-type: none"> <li>E-mail provides minimal necessary information</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Chinese</li> <li>Blank</li> </ul>		

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## 2007 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> <b>Demonstrates excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail</li> <li>Smoothly connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> <b>Suggests excellence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail</li> <li>Connected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
<b>4</b>	<b>GOOD</b> <b>Demonstrates competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate response</li> <li>Sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
<b>3</b>	<b>ADEQUATE</b> <b>Suggests competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides a basic but appropriate answer</li> <li>Disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <li>Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
<b>2</b>	<b>WEAK</b> <b>Suggests lack of competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Directly addresses prompt and provides an appropriate but incomplete answer</li> <li>Fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Labored pace and intonation, with frequent hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
<b>1</b>	<b>VERY WEAK</b> <b>Demonstrates lack of competence in interpersonal speaking</b>	<ul style="list-style-type: none"> <li>Addresses prompt minimally or marginally</li> <li>Very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Very labored pace and intonation, with constant hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
<b>0</b>	<b>UNACCEPTABLE</b> <b>Contains nothing that earns credit</b>	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt</li> <li>"I don't know," "I don't understand," "Please repeat," or equivalent in Chinese</li> <li>Not in Chinese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE**  
**2007 SCORING GUIDELINES**  
**Presentation Speaking: Cultural Presentation**

		<b>TASK COMPLETION</b>	<b>DELIVERY</b>	<b>LANGUAGE USE</b>
<b>6</b>	<b>EXCELLENT</b> Demonstrates excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt with thoroughness and detail</li> <li>• Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> <li>• Cultural information is ample, accurate, and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Natural pace and intonation, with minimal hesitation or repetition</li> <li>• Accurate pronunciation (including tones), with minimal errors</li> <li>• Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>• Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>• Wide range of grammatical structures, with minimal errors</li> </ul>
<b>5</b>	<b>VERY GOOD</b> Suggests excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt</li> <li>• 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</li> <li>• Cultural information is accurate and detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Smooth pace and intonation, with occasional hesitation and repetition</li> <li>• Occasional errors in pronunciation (including tones)</li> <li>• Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate vocabulary and idioms, with sporadic errors</li> <li>• Variety of grammatical structures, with sporadic errors</li> </ul>
<b>4</b>	<b>GOOD</b> Demonstrates competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses all aspects of prompt, but may lack detail or elaboration</li> <li>• Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected</li> <li>• Cultural information is accurate but may lack detail</li> </ul>	<ul style="list-style-type: none"> <li>• Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>• May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <li>• May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
<b>3</b>	<b>ADEQUATE</b> Suggests competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses topic directly, but may not address all aspects of prompt</li> <li>• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> <li>• Cultural information is generally correct but has some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>• Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <li>• Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
<b>2</b>	<b>WEAK</b> Suggests lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses topic only marginally or addresses only some aspects of prompt</li> <li>• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> <li>• Cultural information has several inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Labored pace and intonation, with frequent hesitation and repetition</li> <li>• Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <li>• Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>• Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
<b>1</b>	<b>VERY WEAK</b> Demonstrates lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>• Presentation addresses prompt only minimally</li> <li>• Lacks organization and coherence; very disjointed sentences or isolated words</li> <li>• Cultural information has frequent or significant inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>• Very labored pace and intonation, with constant hesitation and repetition</li> <li>• Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <li>• Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
<b>0</b>	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>• Mere restatement of the prompt</li> <li>• Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>• Not in Chinese</li> <li>• Blank (although recording equipment is functioning) or mere sighs</li> </ul>		

# AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE

## 2007 SCORING GUIDELINES

### Presentational Speaking: Event Plan

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	<b>EXCELLENT</b> Demonstrates excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt with thoroughness and detail</li> <li>Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> <li>Plan reflects insightful awareness of cultural background of event participants</li> </ul>	<ul style="list-style-type: none"> <li>Natural pace and intonation, with minimal hesitation or repetition</li> <li>Accurate pronunciation (including tones), with minimal errors</li> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
5	<b>VERY GOOD</b> Suggests excellence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt</li> <li>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</li> <li>Plan reflects clear awareness of cultural background of event participants</li> </ul>	<ul style="list-style-type: none"> <li>Smooth pace and intonation, with occasional hesitation and repetition</li> <li>Occasional errors in pronunciation (including tones)</li> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
4	<b>GOOD</b> Demonstrates competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses all aspects of prompt, but may lack detail or elaboration</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected</li> <li>Plan reflects clear but minimal awareness of cultural background of event participants</li> </ul>	<ul style="list-style-type: none"> <li>Generally consistent pace and intonation, with intermittent hesitation and repetition</li> <li>May have several errors in pronunciation (including tones), which do not necessitate special listener effort</li> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>
3	<b>ADEQUATE</b> Suggests competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses topic directly, but may not address all aspects of prompt</li> <li>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> <li>Plan reflects some marginal awareness of cultural background of event participants</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension</li> <li>Errors in pronunciation (including tones) sometimes necessitate special listener effort</li> <li>Use of register appropriate to situation inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
2	<b>WEAK</b> Suggests lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses topic only marginally or addresses only some aspects of prompt</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> <li>Plan reflects minimal awareness of cultural background of event participants</li> </ul>	<ul style="list-style-type: none"> <li>Labored pace and intonation, with frequent hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate constant listener effort</li> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
1	<b>VERY WEAK</b> Demonstrates lack of competence in presentational speaking and cultural knowledge	<ul style="list-style-type: none"> <li>Presentation addresses prompt only minimally</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> <li>Plan reflects no awareness of cultural background of event participants</li> </ul>	<ul style="list-style-type: none"> <li>Very labored pace and intonation, with constant hesitation and repetition</li> <li>Frequent errors in pronunciation (including tones) necessitate intense listener effort</li> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
0	<b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Mere restatement of the prompt</li> <li>Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>Not in Chinese</li> <li>Blank (although recording equipment is functioning) or mere sighs</li> </ul>		