

AP[®] CHINESE LANGUAGE AND CULTURE

2007 SCORING GUIDELINES

Presentational Speaking: Event Plan

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

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2007 SCORING COMMENTARY

Event Plan

Overview

This question assesses speaking in the presentational communicative mode by having students present a plan for an upcoming event to a Chinese class. It consists of a single prompt, which identifies an event and directs students to describe the advantages and disadvantages of different options and to explain what they would do and why. They are given four minutes to prepare the presentation and two minutes to deliver it. The response receives a single, holistic score, based on how well it accomplishes the assigned task; in addition to language skills, the score reflects the cultural knowledge exhibited in the response. The task is intended to see if students can assemble information that is pertinent to the prompt and organize the information in a logical manner, then present the plan orally with good pronunciation and appropriate and correct sentence structures. Those sentences should be logically linked, with appropriate connectors.

This year's task asked students to plan a Chinese New Year assembly at their school. In the presentation, students needed to explain the advantages and disadvantages of different options and also to describe what they would do and why.

Sample: A

Score: 5

This response addresses all aspects of the prompt (Chinese New Year assembly) and is well organized and coherent, with a progression of ideas that is generally clear. The description of the various activities of the event plan could be more thorough. The response demonstrates clear understanding of the cultural aspects of the Chinese New Year celebration. The student uses mostly appropriate vocabulary and idioms, with sporadic errors of word choice (such as 經驗 for 經歷) and pronunciation. These errors, however, do not obscure meaning.

Sample: B

Score: 4

While this response addresses all aspects of the prompt, it is not well organized. It could be improved by stating clearly, at the beginning of the response, that it is a plan for a school assembly and by elaborating more on the activities. The student's pace is generally consistent, with occasional pauses. Some grammatical errors of word order (such as 給小孩子壓歲錢在紅包裏面; 有點貴來準備這樣的很多年糕) may obscure meaning.

Sample: C

Score: 1

The response only minimally addresses the requirements of the task. It is very fragmented and labored, containing only a few relevant phrases with almost no grammatical structure. Vocabulary is very limited, and the response includes English words such as "represents," "firecrackers," and "ghosts."