

AP[®] CHINESE LANGUAGE AND CULTURE

2008 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 limited 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 Inconsistent use of register appropriate to situation 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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Note: In the transcriptions of students' responses, two dots indicate a pause.

Presentational Speaking: Event Plan

Overview

This task 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 that identifies an event for which the student has an opportunity to make a plan; it directs students to describe the advantages and disadvantages of different options and to explain what they would do and why. They are given 4 minutes to prepare the presentation and 2 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 intent is to see if the student can assemble information that is pertinent to the prompt, organize the information in a logical manner, and then present the plan orally with good pronunciation, appropriate vocabulary, and correct sentence structures. Sentences should be logically connected into paragraphs with appropriate transitional elements and cohesive devices.

This year's task asked the student to plan a day of activities to help a group of visiting high school students from China learn about life in a United States high school. In the presentation, students needed to explain the advantages and disadvantages of different options and describe what they would do and why.

Sample: A

Score: 6

Transcription of Student Response

Um 中國的高中跟美國的高中是截然不同的。中國的大學錄取學生單單只看分數。所以絕大多數的時間，高中生都會把他們... 把他們的時間用在學習上。他們也不需要滿足，修滿一定的學分 ch- 來畢業。所以我覺得... 這一天的活動，首先可以讓他們參加... 參加到一些課程中的討論，讓他們可以更真實地... 認識到美國的教育方式。但是這樣做的話，會用去大半天的時間，把一些英語不好的... 學生也會覺得被，被冷落。或者我們可以帶他們參觀學校，讓他們... 進到不同的教室，參與到不同的活動，課外活動之中。但這樣可能會打擾到... 老師正常上課。或者我們可以安排學生讓他們... 跟這些學生去他們的教室，成為課堂中真正的一員，... 讓他們更真切地... 領略美國高中的教育方式。這就是我提出的幾種方案。

Commentary

The response demonstrates emerging excellence in presentational speaking and cultural knowledge. The presentation addresses all aspects of the prompt with a clear progression of ideas for the day's activities, including class visits, discussions, and extracurricular activities. All options are discussed with their advantages and disadvantages. The presentation is well organized, and the response demonstrates clear awareness of cultural differences between the educational systems of the United States and China. The pace of delivery is natural, with only occasional hesitation and rare repetition. The presentation displays excellent control of a wide range of grammatical structures and impressive command of sophisticated vocabulary, including 截然不同; 冷落; 打擾; 真切; 領略; and 方案.

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Presentational Speaking: Event Plan (continued)

Sample: B

Score: 4

Transcription of Student Response

各位同學大家好。我很高興我能有這個機會告訴你們我們的學校是什麼樣。我知道中國人很喜歡研究，花了很多時間研究。我覺得你們快會發現美國人跟中國人一點點都不一樣。美國人真的不喜歡研究。不過，我們的學校有許多你能上的課，而且有很多運動隊。我覺得最好的法是上你們喜歡的課，因為你們來美國是一個非常特別的經驗，所以你一定要上... 你一定只要上你喜歡的課，而且你應該要參加... 一個運動隊，這樣一說你就比較容易交朋友... 我覺得... 我，我知道，中國人... 很... 我知道中國人比美國人更... 是... 更用功，可是... 不過... 我們在美國沒有... 沒有中國有的那麼多功課，你們應該一定會發現你有多一點空。

Commentary

The presentation directly addresses the various aspects of the prompt and attempts to reflect awareness of cultural differences, although the cultural perspectives presented are somewhat oversimplified: 中國人很喜歡研究，花了很多時間研究... 美國人真的不喜歡研究. The presentation is organized around a clear point of view that strongly implies the advantages and disadvantages of different options, even those that are not explicitly mentioned: 因為你們來美國是一個非常特別的經驗，所以... 你一定只要上你喜歡的課，而且你應該要參加一個運動隊，這樣... 比較容易交朋友. The pace of delivery, which begins strongly with minimal hesitation, falters somewhat past the halfway point, but the student recovers sufficiently to conclude the presentation in a convincing fashion. The response employs basic but appropriate vocabulary and grammatical structures, with some errors that generally do not interfere with comprehension. Some idiosyncratic pronunciation necessitates a degree of listener effort, but this does not obscure meaning for the most part.

Sample: C

Score: 2

Transcription of Student Response

我覺得，我覺得，在 uh 你們在，在... 美國高中學校學習有兩個好處的。第一個好處是你能... 感受，感受... 在，感受... 學習在... 別的... 不同的 uh 不同的... 環，環境，也，你，你也能 uh 學習，很多很多的，多多的英文，對你的... 將來有，很有好處的。但是在美國，你吃飯的時候，在學校裏，學校食堂裏，可能沒有你，你喜歡吃的菜，因為在食堂裏有 uh 有很多西，西菜。和你，你在美國來的時候，你從，因為你是從中國來，和你也是中國人，他們，他們，你能 uh 你能... 有跟別人打交道是很，很... 我會，會十分不好，uh 也，一再，因為，你們

Commentary

The presentation appears to reflect a misunderstanding of the prompt. Rather than discussing options for a day of activities for visiting Chinese students, the student seems to be addressing a Chinese student about the advantages and disadvantages of attending high school in the United States: the advantages of studying in a different environment and learning English versus the disadvantages of unappealing cafeteria food and trying to fit into an alien culture. Thus, the presentation only marginally addresses the prompt by reflecting a modest degree of cultural awareness. The pace of delivery is labored, with frequent hesitation and repetition. The presentation contains evidence of an appropriate range of vocabulary and some control of basic grammatical structures, but it fails to focus coherently on the assigned task.