

AP[®] CHINESE LANGUAGE AND CULTURE

2008 SCORING GUIDELINES

Presentational Writing: Personal Letter

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> Letter addresses all aspects of prompt with thoroughness and detail, including elements typical of a letter (e.g., format, date, closing, set phrases) Well-organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> Letter addresses all aspects of prompt, including elements typical of a letter (e.g., format, date, closing, set phrases) 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 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> 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 Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length although sentences may be loosely connected 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> Letter 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 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> Letter 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 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> Letter addresses prompt only minimally Lacks organization and coherence; very disjointed sentences or isolated words 	<ul style="list-style-type: none"> 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 		

Personal Letter

Sample: A

亲爱的黄小青,

你近来好吗?我很开心可以收到你的信. 你在学校会不会很忙?真的很不好意思, 这么晚才回信给你. 我最近都在忙, 现在才有时间给你回信. 你在信里写说想知道一些我跟我朋友穿什么类型的衣服, 那我现在就告诉你吧.

我跟我的朋友通常也穿牛仔裤和普通的背心. 因为这种穿法既方便, 价钱又便宜. 可是我自己最喜欢穿裙子, 因为穿裙子既漂亮又舒服. 但是, 穿裙子就不能上体育课和做运动, 所以穿裙子会有一点不方便.

昨天, 我穿了我最喜欢的裙子回学校, 我的每一个朋友也说我的裙子很漂亮, 我真得很开心, 但是裙子太长了, 所以我在赶巴士的途中不小心摔倒了, 最后巴士赶不上之余, 我还受伤了. 所以我觉得穿裙子真是有好的地方也有不好的地方.

希望我的回复可以帮到你. 同时, 我也希望你能找到最适合的穿着.

祝你身体健康, 学业进步

二零零八年五月七号

Personal Letter

Sample: B

历历,

你好,我很高兴你写信送给我.美国有很多的衣服.每个中的衣服是不一样.我和朋友们常常穿裤子和陈沙.我们天天船棒球毛.我和朋友们喜欢穿运动皮鞋.有时候同学们喜欢穿非的衣服.我想非的一幅是非常不好因为人看起来很胖.在波士顿很多的人们穿起来名人们,因为他们向看起来很哭.我想非的衣服是最不好的.我要看到你.

住好,

五月七号

林木

Personal Letter

Sample: C

小王你好!在我的學校大家都愛川牛窄庫.我很喜歡去百貨公司買,跟著我的同學,買最新和最劉尋的衣服.但是,墜進有一種興的鞋子我非常不喜歡.這種協,每一雙都漲的以樣,然後每個人都在川,實在有夠

AP[®] CHINESE LANGUAGE AND CULTURE 2008 SCORING COMMENTARY

Presentational Writing: Personal Letter

Overview

This task assesses writing in the presentational communicative mode by directing the student to imagine receiving a letter from a pen pal at a Chinese sister school and then to write a reply in letter format. It consists of a single prompt that identifies a topic and asks the student first to discuss the topic in general and then to select one example of the topic and describe what the student either likes or dislikes about the example chosen, justifying the opinion presented with specific examples. The student is allotted 30 minutes to write the letter. The response receives a single holistic score based on how well it accomplishes the assigned task. This question's intent is to assess if the student can produce a letter that addresses all of the points in the prompt and that follows the conventions of Chinese letter format.

This year's prompt asked the student to answer a letter from a pen pal at a Chinese sister school asking about clothes that the student and the student's friends wear. The student should have first written a response about clothes the student and the student's friends wear in general; then the student should have chosen one particular way of dressing and described what he or she likes or dislikes about it.

Sample: A Score: 6

The response addresses all aspects of the prompt with thoroughness and detail. It contains all elements typical of letter format: salutation, greeting, set-phrase closing, signature, and date. The letter is well organized, with a clear progression of ideas. First, it talks about the preferred clothing of the student and the student's friends; then, the student elaborates on her own preferences. The letter also uses appropriate transitional elements such as 那; 但是; 所以; and 最后. The response contains minimal errors (回学校 instead of 去學校; 真得 instead of 真的; 最后巴士赶不上 instead of 最後汽車沒趕上) that do not obscure meaning.

Sample: B Score: 3

The response addresses the topic directly but is lacking somewhat in organization and coherence. The student includes the basic elements of letter format, but the order of the signature and date are reversed. The response demonstrates control of mostly simple grammatical structures and limited use of transitional elements and cohesive devices. Frequent errors of grammar and vocabulary hinder the reader's ability to comprehend the intended meaning: 每个中的衣服是不一样 instead of 每种衣服都不一样; 陈沙 instead of 衬衫; 船棒球毛 instead of 戴棒球帽子; 穿非的衣服 instead of 穿寬大的衣服; 我想非的一幅是非常不好 instead of 我覺得寬大的衣服非常不好; 博斯顿 instead of 波士頓; 很哭 instead of 很酷; 我要看到你 instead of 希望早日見到你; 住好 instead of 祝好. In at least one case, 很多的人们穿起来名人们, the meaning is obscure.

Sample: C Score: 2

The response attempts to address the prompt but is incomplete, ending with a sentence fragment (實在有夠). It includes a salutation and greeting but lacks other elements of letter format. Frequent vocabulary and grammatical errors tend to obscure meaning: 大家都愛川牛窄庫[穿牛仔褲]; 最劉尋[流行]的衣服; 墜進[最近]有一種興[新]的鞋子; 這種協[鞋],每一雙都漲[?]的以樣[一樣].