

AP[®] CHINESE LANGUAGE AND CULTURE

2008 SCORING GUIDELINES

Interpersonal Writing: Relay Telephone Message

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> E-mail is thorough and detailed, including necessary information 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 interpersonal writing	<ul style="list-style-type: none"> E-mail is complete, including necessary information 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 interpersonal writing	<ul style="list-style-type: none"> E-mail is nearly complete, but has minor omissions 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 interpersonal writing	<ul style="list-style-type: none"> E-mail provides much, but not all, necessary information 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 interpersonal writing	<ul style="list-style-type: none"> E-mail provides some necessary information but omits several important details 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 interpersonal writing	<ul style="list-style-type: none"> E-mail provides minimal necessary information 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"> Completely irrelevant to the stimulus Not in Chinese Blank 		

Relay Telephone Message

Sample: A

李文,
你的朋友小青說張老師因為明天下大雪所以把明天的排練改到今天晚上.排練由第 5 轉到第 3,所以你要 7:30 來到學校.小青要你大哥電話給她,電話號碼是 956-8826.

室友

Relay Telephone Message

Sample: B

李文:

刚刚小青打电话给你.她说张老师跟他将明天要下的雪,所以近明天的春节晚会排练改成今天晚上.你问也改成从第五到第三乐.7:30 以前一定要到学校.请你回答小青.她的电话号码是 956-8826.我要出去了,再见!


5 月 7 日

Relay Telephone Message

Sample: C

亲爱的朋友，

今天你的朋友叫小气给打电话你。她说“张老师要你给打电话。”还是小气给你，他的电话分。这是九五六-八八七五。也是她要你去学校，因为你看见你的老师。如果你有很多问题，你给打电话她。还是明天去学校，因为你看老师。

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Interpersonal Writing: Relay Telephone Message

Overview

This task assesses writing in the interpersonal communicative mode by having the student write an e-mail message to relay a voice message left for a friend. It consists of a voice message, which the student hears twice, and a direction to the student to type an e-mail relaying the message and its important details. The response receives a single holistic score based on how well it accomplishes the assigned task. Students are expected to include as much information as possible, especially the essential components of the voice message.

This year's message was about a Chinese New Year festival rehearsal. Xiao Qing calls Li Wen to inform Li Wen about a change in the rehearsal time. Because the weather forecast says that it will snow tomorrow, the teacher has decided to hold the rehearsal today instead, at the same location. Xiao Qing tells Li Wen that their position in the sequence of performances has been moved from fifth to third, so Li Wen should arrive before 7:30 p.m. Li Wen is asked to call Xiao Qing as soon as possible.

Sample: A

Score: 5

The e-mail relays the phone message to the correct recipient and includes all necessary information: whom the message is for, the name and phone number of the caller, the event (rehearsal), the rescheduled day and time, and the instruction to call back. The e-mail would have earned a higher score if the information given had been more thorough (for example, 春節晚會的排練 instead of just 排練).

The e-mail is organized and coherent, but it could have been improved by the use of more transitional elements. For the most part, vocabulary is appropriately used, but there are some sporadic errors; for example, in the sentence 排練由第5轉到第3, 排練 should be 節目, 轉到 should be 改到, and the measure word 個 is missing. In the sentence 小青要你大哥電話給她, 大哥電話 should be 打個電話.

Sample: B

Score: 4

The e-mail includes all essential information: whom the message is for, the name and phone number of the caller, the event (春节晚会排练), the rescheduled day and time, and the request to contact the caller.

Although the e-mail fulfills the basic requirements of the task, two important sentences contain errors of vocabulary and grammatical structure that might interfere with the recipient's comprehension of the message: 她说张老师跟他将明天要下的雪, 所以近明天的春节晚会排练改成今天晚上. 你问也改成从第五到第三乐. The sentence 请你回答小青 is not inaccurate, but it would be more precisely stated as 请你给小青打个电话.

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Interpersonal Writing: Relay Telephone Message (continued)

Sample: C

Score: 1

The e-mail conveys only minimal information (张老师, 打电话, 要你去学校) and thus fails to complete the task. Most of the important information (whom the message is for, the specific event, the rescheduled day and time, and the request to return the call) is omitted. The e-mail also provides the wrong name and telephone number of the caller.

The response contains confusing and inaccurate information: 她说“张老师要你给打电话。”还是小气给你, 他的电话分. There are also errors of grammar and word order: 给打电话你; 你给打电话她; 也是她要去学校, 因为你看见你的老师.