The College Board

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### Presentational Writing: Story Narration

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Task Completion</th>
<th>Delivery</th>
<th>Language Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>EXCELLENT</td>
<td>Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus.</td>
<td>Consistent use of register appropriate to situation.</td>
<td>Rich and appropriate vocabulary and idioms, with minimal errors.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates excellence in presentational writing</td>
<td>Well organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length.</td>
<td></td>
<td>Wide range of grammatical structures, with minimal errors.</td>
</tr>
<tr>
<td>5</td>
<td>VERY GOOD</td>
<td>Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus.</td>
<td>Consistent use of register appropriate to situation except for occasional lapses.</td>
<td>Appropriate vocabulary and idioms, with sporadic errors.</td>
</tr>
<tr>
<td></td>
<td>Suggests excellence in presentational writing</td>
<td>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.</td>
<td></td>
<td>Variety of grammatical structures, with sporadic errors.</td>
</tr>
<tr>
<td>4</td>
<td>GOOD</td>
<td>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.</td>
<td>May include several lapses in otherwise consistent use of register appropriate to situation.</td>
<td>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates competence in presentational writing</td>
<td>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected.</td>
<td></td>
<td>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning.</td>
</tr>
<tr>
<td>3</td>
<td>ADEQUATE</td>
<td>Narration tells a basic story consistent with stimulus but may lack detail or elaboration or have minor inconsistencies in its logical progression from beginning to end.</td>
<td>Use of register appropriate to situation is inconsistent or includes many errors.</td>
<td>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning.</td>
</tr>
<tr>
<td></td>
<td>Suggests competence in presentational writing</td>
<td>Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences.</td>
<td></td>
<td>Intermittent interference from another language.</td>
</tr>
<tr>
<td>2</td>
<td>WEAK</td>
<td>Response characterized by description or listing, with little narration; may be inconsistent with stimulus.</td>
<td>Frequent use of register inappropriate to situation.</td>
<td>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language.</td>
</tr>
<tr>
<td></td>
<td>Suggests lack of competence in presentational writing</td>
<td>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences.</td>
<td></td>
<td>Limited grammatical structures, with frequent errors that obscure meaning.</td>
</tr>
<tr>
<td>1</td>
<td>VERY WEAK</td>
<td>Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus.</td>
<td>Constant use of register inappropriate to situation.</td>
<td>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates lack of competence in presentational writing</td>
<td>Lacks organization and coherence; very disjointed sentences or isolated words.</td>
<td></td>
<td>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning.</td>
</tr>
<tr>
<td>0</td>
<td>UNACCEPTABLE</td>
<td>Completely irrelevant to the stimulus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contains nothing that earns credit</td>
<td>Not in Chinese characters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blank.</td>
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</tbody>
</table>
### Interpersonal Writing: E-Mail Response

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Task Completion</th>
<th>Delivery</th>
<th>Language Use</th>
</tr>
</thead>
</table>
| **6** | EXCELLENT   | Demonstrates excellence in interpersonal writing | • E-mail addresses all aspects of stimulus 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 | • Consistent use of register appropriate to situation | • 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 | • E-mail addresses all aspects of stimulus  
• 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 | • Consistent use of register appropriate to situation except for occasional lapses | • Appropriate vocabulary and idioms, with sporadic errors  
• Variety of grammatical structures, with sporadic errors |
| **4** | GOOD       | Demonstrates competence in interpersonal writing | • E-mail addresses all aspects of stimulus 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 | • May include several lapses in otherwise consistent use of register appropriate to situation | • 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 | • E-mail addresses topic directly but may not address all aspects of stimulus  
• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences | • Use of register appropriate to situation is inconsistent or includes many errors | • 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 | • E-mail addresses topic only marginally or addresses only some aspects of stimulus  
• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences | • Frequent use of register inappropriate to situation | • 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 | • E-mail addresses stimulus only minimally  
• Lacks organization and coherence; very disjointed sentences or isolated words | • Constant use of register inappropriate to situation | • 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 | • Completely irrelevant to the stimulus  
• Not in Chinese characters  
• Blank | | • Completely irrelevant to the stimulus  
• Not in Chinese characters  
• Blank |
## AP® CHINESE LANGUAGE AND CULTURE 2011 SCORING GUIDELINES

### Interpersonal Speaking: Conversation

<table>
<thead>
<tr>
<th>TASK COMPLETION</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
</tr>
</thead>
</table>
| **6 EXCELLENT** Demonstrates excellence in interpersonal speaking | • Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail  
• Smoothly connected sentences | • Natural pace and intonation, with minimal hesitation or repetition  
• Accurate pronunciation (including tones), with minimal errors  
• Consistent use of register appropriate to situation | • Rich and appropriate vocabulary and idioms, with minimal errors  
• Wide range of grammatical structures, with minimal errors |
| **5 VERY GOOD** Suggests excellence in interpersonal speaking | • Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail  
• Connected sentences | • 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 | • Appropriate vocabulary and idioms, with sporadic errors  
• Variety of grammatical structures, with sporadic errors |
| **4 GOOD** Demonstrates competence in interpersonal speaking | • Directly addresses prompt and provides an appropriate response  
• Sentences may be loosely connected | • 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 | • 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 speaking | • Directly addresses prompt and provides a basic but appropriate answer  
• Disconnected sentences | • 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 is inconsistent or includes many errors | • 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 speaking | • Directly addresses prompt and provides an appropriate but incomplete answer  
• Fragmented sentences | • 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 | • 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 speaking | • Addresses prompt minimally or marginally  
• Very disjointed sentences or isolated words | • 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 | • 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 | • Mere restatement of the prompt  
• Clearly does not respond to the prompt  
• “I don’t know,” “I don’t understand,” “Please repeat,” or equivalent in Chinese  
• Not in Mandarin Chinese  
• Blank (although recording equipment is functioning) or mere sighs | |
### Presentation Speaking: Cultural Presentation

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Task Completion</th>
<th>Delivery</th>
<th>Language Use</th>
</tr>
</thead>
</table>
| 6     | EXCELLENT Demonstrates excellence in presentational speaking and cultural knowledge | • 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  
• Cultural information is ample, accurate, and detailed | • Natural pace and intonation, with minimal hesitation or repetition  
• Accurate pronunciation (including tones), with minimal errors  
• Consistent use of register appropriate to situation | • 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 | • 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  
• Cultural information is accurate and detailed | • 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 | • Appropriate vocabulary and idioms, with sporadic errors  
• Variety of grammatical structures, with sporadic errors |
| 4     | GOOD Demonstrates competence in presentational speaking and cultural knowledge | • 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  
• Cultural information is accurate but may lack detail | • 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 | • Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning  
• Mostly appropriate grammatical structures, with frequent errors that sometimes obscure meaning |
| 3     | ADEQUATE Suggests competence in presentational speaking and cultural knowledge | • 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  
• Cultural information is generally correct but has some inaccuracies | • 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 is inconsistent or includes many errors | • 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 | • 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  
• Cultural information has several inaccuracies | • 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 | • Minimal appropriate vocabulary and idioms, 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 | • Presentation addresses prompt only minimally  
• Lacks organization and coherence; very disjointed sentences or isolated words  
• Cultural information has frequent or significant inaccuracies | • 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 | • 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 | • Mere restatement of the prompt  
• Clearly does not respond to the prompt; completely irrelevant to the topic  
• Not in Mandarin Chinese  
• Blank (although recording equipment is functioning) or mere sighs | | |