

AP[®] CHINESE LANGUAGE AND CULTURE

2012 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail Smoothly connected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail Connected sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate response Sentences may be loosely connected 	<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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides a basic but appropriate answer Disconnected sentences 	<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 is 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 interpersonal speaking	<ul style="list-style-type: none"> Directly addresses prompt and provides an appropriate but incomplete answer Fragmented sentences 	<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 interpersonal speaking	<ul style="list-style-type: none"> Addresses prompt minimally or marginally Very disjointed sentences or isolated words 	<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 “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 		

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Interpersonal Speaking: Conversation 1

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal mode of communication by having students respond to a series of questions in a simulated conversation. The task comprised a statement identifying an interlocutor and conversation topic followed by six questions. Students were allotted 20 seconds to speak at each turn in the conversation. All six scores counted equally in calculating the total score. Students needed to speak clearly with good pronunciation and make sure that each of their answers addressed the prompt directly and was culturally appropriate.

Sample: A Score: 6

Transcript of Student's Response

你好李同！我在住在這裏只有一年，覺得這裏的天氣很好。可是，夏天的時候，因為這裏很濕，所以有點熱一點。可是，冬天的時候不會那麼冷。

Commentary

The response directly addresses both parts of the prompt and provides an appropriate answer. The pace is natural and pronunciation is excellent. It demonstrates good use of transitional words (可是; 因為 ... 所以) but contains a minor grammatical error (我在住在這裏只有一年).

Sample: B Score: 3

Transcript of Student's Response

我在這裏住了七年，這裏的天氣非常的... v- uh 風很大風，有時候很大風，有時候很沒有日... 真的很大風。

Commentary

The response directly addresses the prompt and provides a basic answer. The pace is generally consistent, with some hesitation and repetition. The response demonstrates good pronunciation and tones, but there are some problems with grammar and word choice (這裏的天氣非常的 風很大風).

Sample: C Score: 1

Transcript of Student's Response

我今天的天氣很很好[hen4hao4]，um... 我我歡迎你你你，uh 我是... 我是你的美國 friend, Kevin, um... uh... 今天 w- 我我去我去... [laughter]

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Interpersonal Speaking: Conversation 1 (continued)

Commentary

The response minimally addresses the second part of the prompt (我今天的天氣很很好) but reflects a lack of understanding of the prompt as a whole. The sentences are disjointed and interrupted by interference from English. The pace is very labored, with frequent hesitation and repetition, along with some mispronunciation of tones.

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Interpersonal Speaking: Conversation 2

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Sample: A

Score: 6

Transcript of Student's Response

Uh 夏天的時候我做很多活動，uh 一個活動就是游泳。我們這個社區裏面有很多游泳池。我喜歡夏天游泳，因為夏天比較熱，如果你 uh 在 uh 水裏面游泳，uh 比較涼快，所以 uh 比較 sh- 可以舒服一點。

Commentary

The response directly addresses the prompt and provides a thorough and appropriate answer. The sentences are smoothly connected and delivered at a natural pace with minimal hesitation. The response uses rich and appropriate vocabulary (社區; 游泳池) and a wide range of grammatical structures.

Sample: B

Score: 4

Transcript of Student's Response

Uh 夏天的時候，我...非常喜歡玩踢足球。或者...做別的...活動，比如...跟朋友玩等等。很[hen1]好玩。因為他們都是非常好的朋友。就...這樣。

Commentary

The response directly addresses the prompt and provides an appropriate answer in loosely connected sentences. The pace and intonation of the delivery are generally consistent, with intermittent hesitation and pronunciation errors that do not necessitate special listener effort. Vocabulary and grammatical structures are mostly appropriate.

Sample: C

Score: 2

Transcript of Student's Response

我沒有最喜歡，uh 我最喜歡去芝加哥，uh...看了West Tower [?], 我最喜歡。

Commentary

The response directly addresses the prompt but gives an incomplete answer in fragmented phrases. It employs only minimal appropriate vocabulary and limited grammatical structures.

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Interpersonal Speaking: Conversation 3

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Sample: A

Score: 5

Transcript of Student's Response

我附近，我住臺中，附近最好玩的是...去...我們的便利商店，因為在那裏什麼東西都可以買得到，所以呢非常的方便。然後呢，有事沒事就可以去那邊走走，吹冷氣。

Commentary

The response directly addresses the prompt with a thorough and appropriate answer in well-connected sentences. Pace and intonation are generally smooth, with occasional hesitation, and vocabulary and grammatical structures are appropriate.

Sample: B

Score: 3

Transcript of Student's Response

Uh...附近最好玩的是 uh...你可以帶他們去 uh 公園玩兒，uh 因為公園在很多人做太[tai2]極，你的父親也可以帶。

Commentary

The response directly addresses the prompt and provides a basic but appropriate answer. The pace is generally consistent, with some intermittent hesitation. There is a pronunciation error (太[tai2]極) that does not obscure meaning. Vocabulary and grammatical structures are mostly appropriate.

Sample: C

Score: 1

Transcript of Student's Response

[long silence] 我們去我家好嗎?

Commentary

The response addresses the prompt only marginally.

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Interpersonal Speaking: Conversation 4

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Sample: A

Score: 6

Transcript of Student's Response

Uh . . . 在週末我喜歡跟家人一起玩兒。因為 uh . . . 因為在學校的時候跟 uh 朋友們一起玩。所以我覺得 . . . uh 週末是一個跟家人 uh sh- 生活，跟家人一起玩兒的時間。

Commentary

The response directly addresses the prompt and provides a thorough and appropriate answer with elaboration and detail. The pace is mostly natural, with occasional hesitation and repetition.

Sample: B

Score: 3

Transcript of Student's Response

我跟朋友很喜歡去運動，運動場。我們最喜歡 uh 參加運[yu4]動，我 . . . uh 騎[ti2]自行車[chou2]和 . . . uh 打籃球。

Commentary

The response directly addresses the prompt and provides a basic answer. Pace and intonation are inconsistent, with some pronunciation errors that necessitate listener effort. The response employs limited vocabulary and simple grammatical structures.

Sample: C

Score: 2

Transcript of Student's Response

Um 我的週末我喜歡[huan4] . . . uh 踢足球和[he4]游泳，很多的游泳。因為我喜歡 . . . um . . . 海，因為我我 um 我的媽媽和爸爸 um

Commentary

The response addresses the prompt directly but provides an incomplete answer in loosely connected sentences with frequent hesitation and repetition. The response employs only minimal appropriate vocabulary and limited grammatical structures, with some errors.

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Interpersonal Speaking: Conversation 5

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Sample: A

Score: 5

Transcript of Student's Response

每個星[qing3]期六，我很早起床。我開始做我的功課。然後我常常有一個足[zu4]球比賽[cai4]，所以我得去[qiu1]做那個 um 這些活動。然後，晚上的時候，我可以跟朋[peng4]友出去玩兒[wer4]。

Commentary

The response directly addresses the prompt and provides a thorough and appropriate answer, including a clear time sequence responding to the time element in the prompt. The pace is natural, with minimal hesitation. Several pronunciation errors generally do not obscure meaning, and a variety of grammatical structures are employed.

Sample: B

Score: 4

Transcript of Student's Response

星期六的時候，我要早上多晚一點兒起床。然後吃早飯[fan1]，可以洗[xi1]澡。然後做一點兒作業[zuo3ye1]，幾個小時[shi1]。然後跟朋友玩兒，比如做別[bie3]的活動[huo3dong1]。但是在下天就睡覺了。

Commentary

The response directly addresses the prompt with an appropriate answer, mentioning several activities to address the time element in the prompt. The pace is consistent, and a cohesive word (然後) is used three times to make the answer more coherent. There are several pronunciation errors, but they do not obscure meaning. Vocabulary and grammatical structures are mostly appropriate, with some errors (早上多晚一點兒起床; 但是在下天就睡覺了) that do not obscure meaning.

Sample: C

Score: 1

Transcript of Student's Response

Uh 每個星期六[re4] . . 我

Commentary

The response marginally addresses the prompt in an attempt to answer the question but does not express a complete thought. The response is characterized by insufficient vocabulary and inadequate control of grammatical structures.

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Interpersonal Speaking: Conversation 6

Note: Student responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Sample: A

Score: 6

Transcript of Student's Response

Uh 我很高興 q- k- 去你的家，我覺得我很喜歡吃 uh 辣的東西[xi2]，因為我的父母常常做很辣的中國菜給我吃。

Commentary

The response directly addresses the prompt and provides a thorough and appropriate answer in smoothly connected clauses with detail and elaboration. The pace and intonation are generally natural, and pronunciation is accurate, with only a minor exception. The response demonstrates use of register appropriate to the situation, and grammatical structures are employed correctly and appropriately.

Sample: B

Score: 4

Transcript of Student's Response

我最喜歡的菜是火鍋[huo2guo4]，但是我...吃得...隨便。很[hen4]多菜[cai2]我喜歡。

Commentary

The response directly addresses the prompt and provides an appropriate answer in loosely connected sentences. The pace of delivery and intonation are generally consistent, with intermittent hesitation. The response contains several errors in pronunciation that do not necessitate special listener effort. Vocabulary is mostly appropriate, and grammatical errors (很多菜我喜歡) do not obscure meaning.

Sample: C

Score: 1

Transcript of Student's Response

中國菜[cai3]，uh 我知道[dao3]，uh uh...好菜[hao4 cai3]，我[wo4]們 uh uh 吃吃飯，uh 中國吃飯是很好。

Commentary

The response addresses the prompt minimally and marginally in disjointed phrases and isolated words. The pace and intonation are labored, and vocabulary is very limited, with little or no control of grammar.