### Presentational Writing: Story Narration

<table>
<thead>
<tr>
<th>TASK COMPLETION</th>
<th>DELIVERY</th>
<th>LANGUAGE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6  <strong>EXCELLENT</strong>&lt;br&gt;Demonstrates excellence in presentational writing</td>
<td>• Narration includes a thorough and detailed beginning, middle, and end&lt;br&gt;that tell a logical and complete story&lt;br&gt;consistent with stimulus&lt;br&gt;• 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>• Consistent use of register appropriate to situation&lt;br&gt;• Rich and appropriate vocabulary and idioms, with minimal errors&lt;br&gt;• Wide range of grammatical structures, with minimal errors</td>
</tr>
<tr>
<td>5  <strong>VERY GOOD</strong>&lt;br&gt;Suggests excellence in presentational writing</td>
<td>• Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus&lt;br&gt;• 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>• Consistent use of register appropriate to situation except for occasional lapses&lt;br&gt;• Appropriate vocabulary and idioms, with sporadic errors&lt;br&gt;• Variety of grammatical structures, with sporadic errors</td>
</tr>
<tr>
<td>4  <strong>GOOD</strong>&lt;br&gt;Demonstrates competence in presentational writing</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&lt;br&gt;• 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>• May include several lapses in otherwise consistent use of register appropriate to situation&lt;br&gt;• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning&lt;br&gt;• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</td>
</tr>
<tr>
<td>3  <strong>ADEQUATE</strong>&lt;br&gt;Suggests competence in presentational writing</td>
<td>• Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end&lt;br&gt;• Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</td>
<td>• Use of register appropriate to situation is inconsistent or includes many errors&lt;br&gt;• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language&lt;br&gt;• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</td>
</tr>
<tr>
<td>2  <strong>WEAK</strong>&lt;br&gt;Suggests lack of competence in presentational writing</td>
<td>• Response characterized by description or listing, with little narration; may be inconsistent with stimulus&lt;br&gt;• Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</td>
<td>• Frequent use of register inappropriate to situation&lt;br&gt;• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language&lt;br&gt;• Limited grammatical structures, with frequent errors that obscure meaning</td>
</tr>
<tr>
<td>1  <strong>VERY WEAK</strong>&lt;br&gt;Demonstrates lack of competence in presentational writing</td>
<td>• Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus&lt;br&gt;• Lacks organization and coherence; very disjointed sentences or isolated words</td>
<td>• Constant use of register inappropriate to situation&lt;br&gt;• Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language&lt;br&gt;• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</td>
</tr>
<tr>
<td>0  <strong>UNACCEPTABLE</strong>&lt;br&gt;Contains nothing that earns credit</td>
<td>• Completely irrelevant to the stimulus&lt;br&gt;• Not in Chinese characters&lt;br&gt;• Blank</td>
<td></td>
</tr>
</tbody>
</table>

© 2014 The College Board.
Visit the College Board on the Web: www.collegeboard.org.
### 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>
<tbody>
<tr>
<td>6</td>
<td>EXCELLENT</td>
<td>Demonstrates excellence in interpersonal writing</td>
<td>E-mail addresses all aspects of stimulus with thoroughness and detail</td>
<td>Consistent use of register appropriate to situation</td>
</tr>
<tr>
<td>5</td>
<td>VERY GOOD</td>
<td>Suggests excellence in interpersonal writing</td>
<td>E-mail addresses all aspects of stimulus</td>
<td>Consistent use of register appropriate to situation except for occasional lapses</td>
</tr>
<tr>
<td>4</td>
<td>GOOD</td>
<td>Demonstrates competence in interpersonal writing</td>
<td>E-mail addresses all aspects of stimulus but may lack detail or elaboration</td>
<td>May include several lapses in otherwise consistent use of register appropriate to situation</td>
</tr>
<tr>
<td>3</td>
<td>ADEQUATE</td>
<td>Suggests competence in interpersonal writing</td>
<td>E-mail addresses topic directly but may not address all aspects of stimulus</td>
<td>Use of register appropriate to situation is inconsistent or includes many errors</td>
</tr>
<tr>
<td>2</td>
<td>WEAK</td>
<td>Suggests lack of competence in interpersonal writing</td>
<td>E-mail addresses topic only marginally or addresses only some aspects of stimulus</td>
<td>Frequent use of register inappropriate to situation</td>
</tr>
<tr>
<td>1</td>
<td>VERY WEAK</td>
<td>Demonstrates lack of competence in interpersonal writing</td>
<td>E-mail addresses stimulus only minimally</td>
<td>Constant use of register inappropriate to situation</td>
</tr>
<tr>
<td>0</td>
<td>UNACCEPTABLE</td>
<td>Contains nothing that earns credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Task Completion</td>
<td>Delivery</td>
<td>Language Use</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
</tbody>
</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 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 | | |

© 2014 The College Board.  
Visit the College Board on the Web: www.collegeboard.org.
### Presentational Speaking: Cultural Presentation

<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   | - 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   | - Presentation addresses all aspects of prompt  
       |             | - Well 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 | - 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 errors that do not generally obscure meaning  
       |             | - Variety of grammatical structures, with sporadic errors |  |
| 4     | GOOD        | - 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 generally correct but has some inaccuracies | - 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    | - Presentation addresses topics 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  
       |             | - 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 errors that sometimes obscure meaning; intermittent interference from another language  
       |             | - Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning |  |
| 2     | WEAK        | - Presentation addresses topics 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, with frequent errors that obscure meaning; repeated interference from another language  
       |             | - Limited grammatical structures, with frequent errors that obscure meaning |  |
| 1     | VERY WEAK   | - 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| - 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 |  |

© 2014 The College Board.  
Visit the College Board on the Web: www.collegeboard.org.