

AP[®] CHINESE LANGUAGE AND CULTURE

2014 SCORING GUIDELINES

Interpersonal Writing: E-mail Response

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in interpersonal writing	<ul style="list-style-type: none"> 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 	<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 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 	<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 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 	<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 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 	<ul style="list-style-type: none"> 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 writing	<ul style="list-style-type: none"> 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 	<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 addresses stimulus 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"> Completely irrelevant to the stimulus Not in Chinese characters Blank 		

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E-mail Response

Sample: A

李文静:

恭喜你快要从中毕业了!我最近挺好的,谢谢你的关心.关于你邮件里面提的问题,我觉得你应该去小学.第一个原因是,你虽然要高中毕业了,但是你还是算小孩.这样,你可以跟小学的孩子更有相同,因为你从经也当过小学生,但是你没有经过老人的生活.第二,帮助小学生的另外一个特点是:小学的时候有一个大一点的孩子领着他们玩非常好,也会带给他们很多开心.关于拟第三个问题,我觉得学校让学生做这种活动非常好,因为这样学生也可以带给世界一些帮助,让别人也感受相学生那么富裕的生活.我希望我的想法可以带给你帮助.

大卫

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E-mail Response

Sample: B

你好文静!

我认为你应该听你的妈妈因为帮助老人是很好的行动.虽然你不可以赚钱帮助老人,你可能有非常好的经验.再说,如果你听你的爸爸的建议,你会玩游戏,很不健康和不用工.小也朋友可能烦恼你.文静,我建议你决定周末去老人中心.不但很好的经验,而且可能很有意思的时间.

我希望你会决定帮忙老人.再见文静!

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E-mail Response

Sample: C

你好!我们好?我的学校也要血生化亚前六十个小时的网服条!你的功课做前去打在公园!因为我的学校想要最好学生,所以天天你们做我们看书。我喜欢打篮球!你也喜欢打篮球?今年青天你会不会去游泳?我爱游泳!我们走一起游泳!你今年青天见!

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Interpersonal Writing: E-mail Response

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This task assessed writing ability in the interpersonal mode of communication by requiring students to write a response to an e-mail received from a friend. Students were allotted 15 minutes to read the e-mail and write a response. The response received a single holistic score based on how well it accomplished the assigned task. Students had to be able to comprehend the e-mail and then write a response that addresses all the questions posed in the e-mail.

Sample: A

Score: 5

The response addresses all aspects of the stimulus in a connected discourse of paragraph length, with a progression of ideas that is generally clear. It uses a rich and appropriate vocabulary, with sporadic errors (从经; 富裕; 经过; 相). It includes a variety of grammatical structures, also with sporadic errors (跟小学的孩子更有相同; 也会带给他们很多开心).

Sample: B

Score: 3

The response addresses the topic directly but does not address all aspects of the stimulus. Portions of the response lack coherence. The response also contains frequent vocabulary errors (行动; 可以; 用工; 烦恼; 时间).

Sample: C

Score: 1

The response addresses the stimulus only minimally with insufficient and inappropriate vocabulary. It demonstrates a lack of competence in interpersonal writing.