

AP[®] CHINESE LANGUAGE AND CULTURE

2015 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

刘飞,你好!我已收到了你的邮件。去年在我家的交换生安娜,我周末的时候带她去当地的小吃和中国特别有名的地方菜。我还带她去跳过广场舞。她觉得广场舞特别的有意思,因为她觉得很热闹,每天都有很多小朋友和阿姨们在广场跳舞。我还教安娜玩中国学生课间喜欢玩的小游戏。你要是带他去你那里的小吃街,我觉得他会喜欢,因为他可以品尝的到当地的特色小吃。我个人觉得,外国人都很喜欢吃中国菜,因为中国菜很好吃。希望我的这些意见是否可以帮助你给即将到你家的交换生安排周末的活动。祝你周末愉快

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2015 SCORING COMMENTARY

E-mail Response

Sample: B

飞献身好!我觉得他因该会很喜欢中国的小吃.中国的小吃比美国的小吃又好吃又健康.在说我也觉得他会很喜欢中国菜.你因该带她去吃很多养的中国菜.如果他喜欢吃辣的菜,带她去一个四川餐馆.中国也漂亮极了,你因该带她去陆星.在那里,因该会有很多地方都可以看得.美国孩子也很喜欢玩具和游戏.你因该教他怎么玩中国游戏.有很多东西都可以安排的.他也会觉得中国学校很有意思.而且因为他的英文特别,它可以教你英文让后你就可以教他中文.他来的时候应该会有很多很多的东西都可以做得.如果你还有问题,就给我打一个电话好吗?在建,我要学习了!

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E-mail Response

Sample: C

你好!

我们家也要有从美国来的生。

我喜欢他因为他的好看,也好敏.我费了面案去他们写生家欧.讷达给我点时马努阿摩苏恩铃有.

我们家歌谱嘎俄核铃恶剧卡俄.

默读恩尼噶哞噶饿哈虐疾磨末日呷.

死持呢色坝很难佛我.给我嗨颖努涩厕沛森.

饥饿巴黎据库摆据....

恩桑内打!!我怕饥饿贵伽它扼咯.

军那阿募股堆茉莉磨萨人喊他饿!!

....与 ma

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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: 6

The response addresses all aspects of the stimulus with thoroughness and detail. It is well organized and coherent with a clear progression of ideas and forms a well-connected discourse of paragraph length. It uses rich and appropriate vocabulary such as 当地, 广场舞, 热闹, 游戏, 品尝, with minimal errors like 是否在 希望我的这些意见是否可以帮助你.... It also uses a wide range of grammatical structures, with minimal grammatical errors (的 vs. 地/得).

Sample: B

Score: 3

The response addresses the topic directly (你以前跟交换生都做过哪些活动), but it does not address all aspects of the stimulus. Portions of the response lack organization and coherence (有很多东西都可以安排的; 他也会觉得中国学校很有意思; 而且因为他的英文特别; 它可以教你英文让后你就可以教他中文; 他来的时候应该会有很多很多的东西都可以做得). The response uses limited vocabulary and mostly simple grammatical structures.

Sample: C

Score: 1

The response addresses the stimulus only minimally (从美国来的生) in disjointed sentences. Its vocabulary is insufficient and inappropriate with frequent errors that significantly obscure meaning (好敏.我费了面案去他们写生家欧). There is little control of sentence structures, with frequent errors that significantly obscure meaning.