

AP[®] CHINESE LANGUAGE AND CULTURE

2015 SCORING GUIDELINES

Presentational Writing: Story Narration

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	EXCELLENT Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus 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 presentational writing	<ul style="list-style-type: none"> Narration includes a beginning, middle, and end that tell a logical and complete story consistent with 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 presentational writing	<ul style="list-style-type: none"> 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 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 presentational writing	<ul style="list-style-type: none"> Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end 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 presentational writing	<ul style="list-style-type: none"> Response characterized by description or listing, with little narration; may be inconsistent with 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 presentational writing	<ul style="list-style-type: none"> Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus 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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Story Narration

Sample: A

今天是二月十四日, 情人节. 小兰与黑黑今天约了在公园见. 小兰买了情人节的气球送给黑黑, 而黑黑买了红色的玫瑰花送给小兰. 他们交换礼物的时候, 风一吹就把小兰要送给黑黑的气球吹走了. 气球往大树的方向被吹走, 他们俩也一起往气球的方向追了去. 因为气球在树上, 所以黑黑没帮法, 只好爬到树上把气球抓住, 递给了小兰. 小兰看到了黑黑的帅气样子认为自己果然没找错人.

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Story Narration

Sample: B

我跟我的努朋友在公園。我帶一把紅花給我的她。她帶一個紅持求。我剛快看那個持持求。那個持求飛了很遠。我們走到哪裏。我爬那個數那持求。我給我的努朋友拿個持求。她很高興。

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Story Narration

Sample: C

有天和云云坐在河伴,我去买了鲜花.但是,有个东西空 zuo

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Presentational Writing: Story Narration

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

Overview

This task assessed writing ability in the presentational mode of communication by requiring students to narrate a story, depicted in a series of four pictures, to a friend. Students were allotted 15 minutes to write the narration. The response received a single holistic score based on how well it accomplished the assigned task. The purpose of the task was to determine how well students can write a coherent story with a clear progression of ideas — including a beginning, middle, and an end — based on the picture sequence. The task also allowed students to demonstrate their ability to produce paragraph-level discourse using appropriate transitional elements and cohesive devices.

Sample: A

Score: 5

The response includes a beginning, middle, and end that tell a logical and complete story consistent with the stimulus. The only detail it does not include is the two characters sitting on a bench in prompt #1.

The response is well organized and coherent, using adequate transitional elements and cohesive devices (such as 而 ... 的时候, 一 ... 就, 也, 因为 ... 只好, 果然, etc.) in a connected discourse of paragraph length. The response uses appropriate vocabulary and a variety of grammatical structures, with sporadic errors.

Sample: B

Score: 3

The response tells a basic story in disconnected sentences generally consistent with the stimulus, but it misses several important details in the presentation of the prompts. For example, it does not explain adequately the situation in prompt #1. Nor does it tell that the balloon is blown away by the wind in prompt #2, etc. It uses no transitional elements and cohesive devices. The response uses limited appropriate vocabulary and simple grammatical structures, with frequent errors that often obscure meaning.

Sample: C

Score: 1

The response is incomplete and lacks narrative elements. Consisting of incomplete and disjointed sentences, it lacks organization and coherence. The vocabulary and grammatical structures used are insufficient and inappropriate, with frequent errors that significantly obscure meaning.