

AP[®] CHINESE LANGUAGE AND CULTURE

2016 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 		

**AP[®] CHINESE LANGUAGE AND CULTURE
2016 SCORING COMMENTARY**

Interpersonal Writing: E-mail Response

Sample: A

你好美华,很高兴看到你给我发的邮件,听到你被录取的消息我真的好激动.我记得我在当时面试的时候,他们好像问过我关于一些对于我的工作的问题,当然还有我对于月薪的要求,和我为什么想要到他们公司上班之类的问题,一切可以凭自己的现场发挥.除了准备回答面试的问题以外,一定要注意你的着装要得体,不能穿的太花哨,记得要穿正装哦.当然还要注意自己的个人形象问题,不能让人家对你的印象不好,因为百货商店卖东西都是要穿戴整齐,这是对顾客的尊重,是一种友好的态度.还有很重要的一点就是一定要想面试官展示出你过人的能力和才华.在面试的时候要放松,千万不要紧张,不然会影响你的发挥的,这个很重要.

希望你能够通过这次面试,加油,我相信你!

Sample: B

你好!

我觉得那个工作很好.他们问你,"你去大学在哪里?为什么你要这个工作?"你需要很好性格.你还应该穿质量的衣服.今天晚上给我打电话!

谢谢

孔唯如

Sample: C

你好我的朋友!

对不起.这是不很容易.我觉得你去我的家和我们会说.我不会按 swer 你的问题在俄买 lresponse.我明天要聊天根尼在我的家.对不起我的朋友,我要说根你可是今天我很忙.在我的家明天.

在建!

美华

AP[®] CHINESE LANGUAGE AND CULTURE 2016 SCORING COMMENTARY

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 accomplishes 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 provides a thorough and detailed answer to all aspects of the stimulus but with one error (听到你被录取的消息我真的好激动). The content is of paragraph length and is well organized and coherent. The progression of ideas is generally clear with appropriate transitional elements and cohesive devices. In addition, it uses a variety of grammatical structures. Vocabulary is appropriate but with sporadic errors, for example: 注意以下, 要想面试官.

Sample: B

Score: 3

The response addresses the topic directly but did not address all aspects of stimulus. Only limited appropriate vocabulary and simple grammatical structures are used.

Sample: C

Score: 1

The response addresses the stimulus only minimally: 你好我的朋友!