

AP[®] CHINESE LANGUAGE AND CULTURE
2007 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 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 Blank 		

Sample: A

林弟, 恭喜你, 學校的舞蹈隊和網球隊都取錄了你. 我認爲你都可以參加年個活動, 因爲我相信你可以好好管理你的時間, 還有我覺得你的體能挺好的, 所以都應該沒有甚麼問題的. 我參加過高爾夫球, 我覺得挺好玩的, 因爲我的體能不太好, 所以不能做太激烈的運動, 高爾夫球就最符合我的體能. 林弟, 不要太擔心樂, 好好管理時間就是了.

Sample: B

你好!

我觉得那队是最好玩的你应该决定参加纳队。如果我是你，我决定参加网球队因为对我来说比跳舞好玩。可是我不能给你决定你应该参加哪个队。参加两个队你都可以照顾你的健康，还有认识新的朋友。如果你你觉得网球队的日程最方便，你应该藏家网球队。

是你的决定。什么队都又好玩，又有意思。

祝你好玩! 跟什么hudon

Sample: C

你好,

恭喜你. 你先 看你可不可以 同 吧. 不可以的再慢慢的 定吧. 我 好的是你比較喜.

小明上

AP[®] CHINESE LANGUAGE AND CULTURE 2007 SCORING COMMENTARY

E-Mail Response

Overview

This task assesses writing in the interpersonal communicative mode by having students write an e-mail message in response to one received from a friend. Students are allotted 15 minutes to write the response. The response receives a single, holistic score, based on how well it accomplishes the assigned task. Students must be able first to comprehend the e-mail, then to write an e-mail back, addressing all the questions raised in the incoming message.

In this year's e-mail response prompt, the friend tells the student that he or she has been invited to participate in two extracurricular activities. The friend asks the student which activity is better and also wants to know what experience the student has had in participating in extracurricular activities.

Sample: A

Score: 5

The response addresses all aspects of the stimulus with sufficient details and elaboration. It is well organized, and the progression of ideas is generally clear. However, there are several errors in vocabulary usage and sentence structures, such as 取錄 (instead of 錄取), 我認爲你都可以參加年個活動 (instead of 我認爲你兩個活動都可以參加), and 太擔心樂 (instead of 了).

Sample: B

Score: 3

The response only partially addresses the stimulus and therefore does not fulfill the task completely. It contains some inappropriate vocabulary (such as 日程) and errors (such as 藏家 instead of 參加). It is weak in using transitional elements and cohesive devices. Comprehensibility could be improved by restructuring and resequencing the sentences.

Sample: C

Score: 1

The response lacks organization and coherence. Disjointed sentences and insufficient vocabulary significantly obscure the meaning. However, there is some indication that the student understands part of the stimulus as there is an attempt to respond based on that minimal comprehension.