

AP[®] CHINESE LANGUAGE AND CULTURE

2011 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 		

Story Narration

Sample: A

李华今天发生了一件很倒霉的事情. 当她下飞机的时候, 她找不到她的行李箱. 她很着急, 但是没有办法, 只好很无奈地回到旅馆, 备用的东西全没了. 她很沮丧, 正在发愁. 这时, 门铃响了. 开门一看, 原来是她同行的朋友知道她的情况, 给她送东西来了. 她觉得很温暖, 很感动. 他们送来的不只是物品, 更是一份爱心. 第二天, 惊喜的事, 有人把她丢失的行李箱送来了. 她很开心, 虽然不幸丢了东西, 得到的帮助也更多. 她决定要传递爱心.

Story Narration

Sample: B

今天丽莎回家. 她的家在纽约城市. 她坐飞机从加州来的. 丽莎到纽约城市飞机场, 她不可以找她打行李. 她马上很急.

丽莎坐公共汽车去她的家. 她跑去她的卧室快快的. 她看她的卧室, 她认识她没有衣服还是东西. 所以, 丽莎给她的朋友们打电话.

丽莎的朋友们到了的时候, 他们带衣服和东西给丽莎. 丽莎很高兴, 请他们进里面. 他们吃饭东西, 丽莎听机场员在外面. 在外面, 机场员有丽莎的行李. 丽莎非常高兴! 然后丽莎带行李里面, 丽莎的朋友们帮丽莎洗她的衣服.

Story Narration
Sample: C

今天, 美美到达飞机

AP[®] CHINESE LANGUAGE AND CULTURE 2011 SCORING COMMENTARY

Presentational Writing: Story Narration

Overview

This task assessed writing in the presentational communicative mode by having students narrate a story to a friend. It comprised a series of four pictures that depict a story. Students were allotted 15 minutes to write the narration. The purpose of the task was to determine whether students could write a well-organized story with a clear progression of ideas, including a beginning, middle and end. The task also gave students a chance to demonstrate their command of sentence structure and vocabulary and their ability to use appropriate transitional elements and cohesive devices.

Sample: A

Score: 6

This response includes a fairly thorough beginning, middle and end, containing sufficient details and telling a logical and complete story consistent with the prompt. With the help of a series of effective transitional elements and cohesive devices (当 ... 的时候; 但是; 只好; 正在; 这时; 一看; 原来; 不只是 ... 更是; 第二天; 虽然), the story forms a well-organized discourse of paragraph length, with a clear progression of ideas. The narration uses rich and appropriate vocabulary and idioms, as well as a wide range of grammatical structures (发生; 倒霉的事情; 着急; 无奈; 备用; 沮丧; 发愁; 同行的朋友; 情况; 温暖; 感动; 物品; 一份爱心; 惊喜; 开心; 决定; 传递爱心).

Sample: B

Score: 3

This response tells a basic story that is largely consistent with the prompt, but with some inconsistencies. Parts of the story are not well organized because of infrequent use of transitional elements and cohesive devices (only 今天; 马上; 所以; 的时候; 然后). The narration uses somewhat limited vocabulary and idioms, with some errors that may obscure meaning (认识她没有衣服; 机场员). The narration consists of simple grammatical structures, with frequent errors that sometimes obscure meaning (不可以找她打行李; 她跑去她的卧室快快的; 他们吃饭东西; 丽莎听机场员在外面; 机场员有丽莎的行李; 丽莎带行李里面).

Sample: C

Score: 1

This response is incomplete and difficult to understand. 到达飞机, which is ungrammatical, is the only expression relevant to the prompt. There is no narrative element or organization, and the vocabulary used is insufficient. The sentence suggests inadequate control of grammatical structures.