Traditional-character version

| CollegeBoard AP® | | Switch to Simplified | Adjust Display AA | Help ❓ |

Directions: In this task, you will be asked to write in Chinese for a specific purpose and to a specific person. You should write in as complete and culturally appropriate a manner as possible, taking into account the purpose and the person described.

Read this e-mail from a friend and then write a response.

| Cut | Paste | Undo | Redo | Pinyin Simplified ▾ | Hide Character Count | 0 |

發件人： 李曉紅

郵件主題： 氣候環境問題

你好！我有個問題，想聽聽你的看法。今天上課時，老師講到了我們這裡的氣候變化的問題，比如夏天變得越來越熱，冬天的雪下得越來越少。老師還讓我們寫一篇作文，討論氣候的變化對我們生活的影響。你住的地方有哪些氣候的變化？你認為這些變化對我們的生活有什麼影響？謝謝！

Note: Students were able to view simplified- and traditional-character versions of the exam screen above. The simplified-character version of this screen is shown on the next page of this document.

Simplified-character version

Directions: In this task, you will be asked to write in Chinese for a specific purpose and to a specific person. You should write in as complete and culturally appropriate a manner as possible, taking into account the purpose and the person described.

Read this e-mail from a friend and then write a response.

| Cut | Paste | Undo | Redo | Pinyin Simplified ▾ | Hide Character Count | 0 |

发件人：　李晓红
邮件主题：气候环境问题

你好！我有个问题，想听听你的看法。今天上课时，老师讲到了我们这里的气候变化的问题，比如夏天变得越来越热，冬天的雪下得越来越少。老师还让我们写一篇作文，讨论气候的变化对我们生活的影响。你住的地方有哪些气候的变化？你认为这些变化对我们的生活有什么影响？谢谢！

Note: Students were able to view simplified- and traditional-character versions of the exam screen above. The traditional-character version of this screen is shown on the preceding page of this document.

Directions: You will participate in a simulated conversation. You will hear a series of 6 questions or statements; after each question or statement, you will hear a tone signifying that it is your turn to speak. You will have 20 seconds to record each response. You should respond as fully and as appropriately as possible. When you are ready to begin, select the Continue button.

You will have a conversation with Zhang Siyuan, a Chinese artist visiting your school, about his perspectives on arts in the curriculum.

Play | 0:00 / 0:27
You may no longer play this audio.

RESPONSE TIME
00:00:19

Note: Students saw the exam screen above for each of the individual questions that together compose this task. Only the screen image for the first question is shown here, but during the exam, each of the screens indicated the number of the question the students were responding to.

Note: References to the speaker in this item vary from the version of the item administered operationally

Question 2: Email Response   6 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

	1 Very weak	2 Weak	3 Adequate	4 Good	5 Very good	6 Excellent
	Demonstrates lack of competence in interpersonal writing	Suggests lack of competence in interpersonal writing	Suggests competence in interpersonal writing	Demonstrates competence in interpersonal writing	Suggests excellence in interpersonal writing	Demonstrates excellence in interpersonal writing
TASK COMPLETION	• Email addresses stimulus only minimally • Lacks organization and coherence; very disjointed sentences or isolated words	• Email 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	• Email 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	• Email 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	• Email 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	• Email 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
DELIVERY	• Constant use of register inappropriate to situation	• Frequent use of register inappropriate to situation	• Use of register appropriate to situation is inconsistent or includes many errors	• May include several lapses in otherwise consistent use of register appropriate to situation	• Consistent use of register appropriate to situation except for occasional lapses	• Consistent use of register appropriate to situation
LANGUAGE USE	• 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	• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language • Limited grammatical structures, with frequent errors that obscure meaning	• 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	• 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	• Appropriate vocabulary and idioms, with sporadic errors • Variety of grammatical structures, with sporadic errors	• Rich and appropriate vocabulary and idioms, with minimal errors • Wide range of grammatical structures, with minimal errors

Score of 0: UNACCEPTABLE—Contains nothing that earns credit
- Completely irrelevant to the stimulus
- Not in Chinese characters

NR (No Response): BLANK (no response)