

Traditional-character version

Question 2 of 2 Show Time

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.

發件人: 李美
郵件主題: 上學穿的衣服

你好。我明年要出國留學，到你的學校去學習一年，太高興了。聽說你們學校的學生不用穿校服，穿什麼樣的衣服都可以。你認為我到你那兒上學，穿什麼樣的衣服合適？除了衣服以外，我還應該做些什麼準備，來適應留學生活？等你的回信！

Cut Paste Undo Redo Pinyin Simplified Hide Character Count 0

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

The screenshot shows a digital writing interface for the AP Chinese Language and Culture exam. At the top, there's a navigation bar with icons for a pen and paper, the AP logo, and the word "Writing". To the right are links for "Switch to Traditional", "Adjust Display" (with font size and color options), and "Help". Below the navigation bar, it says "Question 2 of 2" and "Show Time". A large text box contains directions: "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." On the left side of the main area, there's a text box containing an e-mail message from a friend named Li Mei about school attire. The message is in Chinese. On the right side is a large text input field where the student's response should be typed. The input field has a toolbar at the top with buttons for "Cut", "Paste", "Undo", "Redo", "Pinyin Simplified" (with a dropdown arrow), and "Hide Character Count" which shows the value "0".

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

发件人： 李美
邮件主题： 上学穿的衣服

你好。我明年要出国留学，到你的学校去学习一年，太高兴了。听说你们学校的学生不用穿校服，穿什么样的衣服都可以。你认为我到你那儿上学，穿什么样的衣服合适？除了衣服以外，我还应该做些什么准备，来适应留学生活？等你的回信！

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.

Speaking | Question 1 of 7

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 Li Yan, your friend from China, to discuss the use of cell phones in preparation for a class assignment in Chinese.

Play 0:00 / 0:07
You may no longer play this audio.

RESPONSE TIME
00:00:09

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 emerging competence in interpersonal writing	Demonstrates competence in interpersonal writing	Suggests excellence in interpersonal writing	Demonstrates excellence in interpersonal writing
TASK COMPLETION	<ul style="list-style-type: none"> Email addresses stimulus only minimally Lacks organization and coherence; very disjointed sentences or isolated words 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Constant use of register inappropriate to situation 	<ul style="list-style-type: none"> Frequent use of register inappropriate to situation 	<ul style="list-style-type: none"> Use of register appropriate to situation is inconsistent or includes many errors 	<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"> Consistent use of register appropriate to situation except for occasional lapses 	<ul style="list-style-type: none"> Consistent use of register appropriate to situation
DELIVERY	<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 	<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 	<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 	<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 	<ul style="list-style-type: none"> Appropriate vocabulary and idioms, with sporadic errors Variety of grammatical structures, with sporadic errors 	<ul style="list-style-type: none"> 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)