The following text is the traditional-character version of the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

Speaking Question 1 of 7

MA: 你好！我想了解在美國的學校裏，一般有哪些藝術課？

[TONE]

(20 seconds)

Speaking Question 2 of 7

MA: 你覺得你們學校應該有藝術課嗎？為什麼？

[TONE]

(20 seconds)

Speaking Question 3 of 7

MA: 對於上藝術課這個問題，你爸爸媽媽有什麼看法？

[TONE]

(20 seconds)

Speaking Question 4 of 7

MA: 很多中國人覺得學數學和科學比學藝術更有用。你覺得呢？

[TONE]

(20 seconds)

Speaking Question 5 of 7

MA: 中國的藝術多種多樣，像書法、國畫、京劇等等。你最喜歡哪一種？為什麼？

[TONE]

(20 seconds)

Speaking Question 6 of 7

MA: 最後，請你給我介紹一個你知道的藝術家吧。

[TONE]

(20 seconds)

The following text is the simplified-character version of the recording script for the audio portion of the task shown in the previous screen image. Students heard this audio during the exam administration, but this text does not appear in the exam and is provided here for reference only.

Speaking Question 1 of 7
MA:　你好！我想了解在美国的学校里，一般有哪些艺术课？

[TONE]

(20 seconds)

Speaking Question 2 of 7
MA:　你觉得你们学校应该有艺术课吗？为什么？

[TONE]

(20 seconds)

Speaking Question 3 of 7
MA:　对于上艺术课这个问题，你爸爸妈妈有什么看法？

[TONE]

(20 seconds)

Speaking Question 4 of 7
MA:　很多中国人觉得学数学和科学比学艺术更有用。你觉得呢？

[TONE]

(20 seconds)

Speaking Question 5 of 7
MA:　中国的艺术多种多样，像书法、国画、京剧等等。你最喜欢哪一种？为什么？

[TONE]

(20 seconds)

Speaking Question 6 of 7
MA:　最后，请你给我介绍一个你知道的艺术家吧。

[TONE]

(20 seconds)

Question 3: Conversation
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 speaking	Suggests lack of competence in interpersonal speaking	Suggests competence in interpersonal speaking	Demonstrates competence in interpersonal speaking	Suggests excellence in interpersonal speaking	Demonstrates excellence in interpersonal speaking
TASK COMPLETION	• Addresses prompt minimally or marginally	• Directly addresses prompt and provides an appropriate but incomplete answer	• Directly addresses prompt and provides a basic but appropriate answer	• Directly addresses prompt and provides an appropriate response	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail
	• Very disjointed sentences or isolated words	• Fragmented sentences	• Disconnected sentences	• Sentences may be loosely connected	• Connected sentences	• Smoothly connected sentences
DELIVERY	• Very labored pace and intonation, with constant hesitation and repetition	• Labored pace and intonation, with frequent hesitation and repetition	• Inconsistent pace and intonation, with hesitation and repetition that interfere with comprehension	• Generally consistent pace and intonation, with intermittent hesitation and repetition	• Smooth pace and intonation, with occasional hesitation and repetition	• Natural pace and intonation, with minimal hesitation or repetition
	• Frequent errors in pronunciation (including tones) necessitate intense listener effort	• Frequent errors in pronunciation (including tones) necessitate constant listener effort	• Errors in pronunciation (including tones) sometimes necessitate special listener effort	• May have several errors in pronunciation (including tones), which do not necessitate special listener effort	• Occasional errors in pronunciation (including tones)	• Accurate pronunciation (including tones), with minimal errors
	• 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	• Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language	• Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language	• Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning	• Appropriate vocabulary and idioms, with sporadic errors	• Rich and appropriate vocabulary and idioms, with minimal errors

• Little or no control of grammatical structures, with frequent errors that significantly obscure meaning	• Limited grammatical structures, with frequent errors that obscure meaning	• Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning	• Mostly appropriate grammatical structures, with errors that do not generally obscure meaning	• Variety of grammatical structures, with sporadic errors	• Wide range of grammatical structures, with minimal errors

Score of 0: UNACCEPTABLE—Contains nothing that earns credit

- Mere restatement of the prompt
- Clearly does not respond to the prompt
- "I don't know," "I don't understand," "Please repeat," or equivalent in Chinese
- Not in Mandarin Chinese

NR (No Response): BLANK (no response although recording equipment is functioning) or mere sighs