2019

AP® CollegeBoard

AP® Chinese Language and Culture

Scoring Guidelines

© 2019 The College Board. College Board, Advanced Placement, AP, AP Central, and the acorn logo are registered trademarks of the College Board. Visit the College Board on the web: collegeboard.org.

AP Central is the official online home for the AP Program: apcentral.collegeboard.org.

AP® CHINESE LANGUAGE AND CULTURE
2019 SCORING GUIDELINES

Presentational Writing: Story Narration

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** **Demonstrates excellence in presentational writing**	• 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	• Consistent use of register appropriate to situation	• 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**	• 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	• Consistent use of register appropriate to situation except for occasional lapses	• Appropriate vocabulary and idioms, with sporadic errors • Variety of grammatical structures, with sporadic errors
4	**GOOD** **Demonstrates competence in presentational writing**	• 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	• May include several lapses in otherwise consistent use of register appropriate to situation	• 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**	• 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	• Use of register appropriate to situation is inconsistent or includes many errors	• 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**	• 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	• Frequent use of register inappropriate to situation	• 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**	• Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus • Lacks organization and coherence; very disjointed sentences or isolated words	• Constant use of register inappropriate to situation	• 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**	• Completely irrelevant to the stimulus • Not in Chinese characters • Blank		

© 2019 The College Board.
Visit the College Board on the web: collegeboard.org.

AP® CHINESE LANGUAGE AND CULTURE
2019 SCORING GUIDELINES

Interpersonal Writing: E-Mail Response

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** **Demonstrates excellence in interpersonal writing**	• 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	• Consistent use of register appropriate to situation	• 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**	• 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	• Consistent use of register appropriate to situation except for occasional lapses	• Appropriate vocabulary and idioms with sporadic errors • Variety of grammatical structures, with sporadic errors
4	**GOOD** **Demonstrates competence in interpersonal writing**	• 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	• May include several lapses in otherwise consistent use of register appropriate to situation	• 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**	• 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	• Use of register appropriate to situation is inconsistent or includes many errors	• 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**	• 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	• Frequent use of register inappropriate to situation	• 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**	• E-mail addresses stimulus only minimally • Lacks organization and coherence; very disjointed sentences or isolated words	• Constant use of register inappropriate to situation	• 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**	• Completely irrelevant to the stimulus • Not in Chinese characters • Blank		

© 2019 The College Board.
Visit the College Board on the web: collegeboard.org.

AP® CHINESE LANGUAGE AND CULTURE
2019 SCORING GUIDELINES

Interpersonal Speaking: Conversation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** **Demonstrates excellence in interpersonal speaking**	• Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail • Smoothly connected sentences	• Natural pace and intonation with minimal hesitation or repetition • Accurate pronunciation (including tones), with minimal errors • Consistent use of register appropriate to situation	• Rich and appropriate vocabulary and idioms with minimal errors • Wide range of grammatical structures with minimal errors
5	**VERY GOOD** **Suggests excellence in interpersonal speaking**	• Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail • Connected sentences	• Smooth pace and intonation with occasional hesitation and repetition • Occasional errors in pronunciation (including tones) • Consistent use of register appropriate to situation except for occasional lapses	• Appropriate vocabulary and idioms with sporadic errors • Variety of grammatical structures with sporadic errors
4	**GOOD** **Demonstrates competence in interpersonal speaking**	• Directly addresses prompt and provides an appropriate response • Sentences may be loosely connected	• Generally consistent pace and intonation with intermittent hesitation and repetition • May have several errors in pronunciation (including tones), which do not necessitate special listener effort • May include several lapses in otherwise consistent use of register appropriate to situation	• 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 speaking**	• Directly addresses prompt and provides a basic but appropriate answer • Disconnected sentences	• Inconsistent pace and intonation with hesitation and repetition that interfere with comprehension • Errors in pronunciation (including tones) sometimes necessitate special listener effort • Use of register appropriate to situation is inconsistent or includes many errors	• 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 speaking**	• Directly addresses prompt and provides an appropriate but incomplete answer • Fragmented sentences	• Labored pace and intonation with frequent hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate constant listener effort • Frequent use of register inappropriate to situation	• 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 speaking**	• Addresses prompt minimally or marginally • Very disjointed sentences or isolated words	• Very labored pace and intonation with constant hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate intense listener effort • Constant use of register inappropriate to situation	• 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**	• 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 • Blank (although recording equipment is functioning) or mere sighs		

© 2019 The College Board.
Visit the College Board on the web: collegeboard.org.

AP® CHINESE LANGUAGE AND CULTURE
2019 SCORING GUIDELINES

Presentational Speaking: Cultural Presentation

		TASK COMPLETION	DELIVERY	LANGUAGE USE
6	**EXCELLENT** **Demonstrates excellence in presentational speaking and cultural knowledge**	• Presentation addresses all aspects of prompt 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 • Cultural information is ample, accurate, and detailed	• Natural pace and intonation with minimal hesitation or repetition • Accurate pronunciation (including tones) with minimal errors • Consistent use of register appropriate to situation	• Rich and appropriate vocabulary and idioms with minimal errors • Wide range of grammatical structures with minimal errors
5	**VERY GOOD** **Suggests excellence in presentational speaking and cultural knowledge**	• Presentation addresses all aspects of prompt • 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 • Cultural information is accurate and detailed	• Smooth pace and intonation with occasional hesitation and repetition • Occasional errors in pronunciation (including tones) • Consistent use of register appropriate to situation except for occasional lapses	• Appropriate vocabulary and idioms with sporadic errors • Variety of grammatical structures with sporadic errors
4	**GOOD** **Demonstrates competence in presentational speaking and cultural knowledge**	• Presentation addresses all aspects of prompt 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 • Cultural information is accurate but may lack detail	• Generally consistent pace and intonation with intermittent hesitation and repetition • May have several errors in pronunciation (including tones), which do not necessitate special listener effort • May include several lapses in otherwise consistent use of register appropriate to situation	• 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 speaking and cultural knowledge**	• Presentation addresses topic directly but may not address all aspects of prompt • Portions may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences • Cultural information is generally correct but has some inaccuracies	• Inconsistent pace and intonation with hesitation and repetition that interfere with comprehension • Errors in pronunciation (including tones) sometimes necessitate special listener effort • Use of register appropriate to situation is inconsistent or includes many errors	• 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 speaking and cultural knowledge**	• Presentation addresses topic only marginally or addresses only some aspects of prompt • Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences • Cultural information has several inaccuracies	• Labored pace and intonation, with frequent hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate constant listener effort • Frequent use of register inappropriate to situation	• 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 speaking and cultural knowledge**	• Presentation addresses prompt only minimally • Lacks organization and coherence; very disjointed sentences or isolated words • Cultural information has frequent or significant inaccuracies	• Very labored pace and intonation with constant hesitation and repetition • Frequent errors in pronunciation (including tones) necessitate intense listener effort • Constant use of register inappropriate to situation	• 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**	• Mere restatement of the prompt • Clearly does not respond to the prompt; completely irrelevant to the topic • Not in Mandarin Chinese • Blank (although recording equipment is functioning) or mere sighs		

© 2019 The College Board.
Visit the College Board on the web: collegeboard.org.