
AP[®] Chinese Language and Culture

Sample Student Responses and Scoring Commentary

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Interpersonal Speaking—Conversation

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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 emerging 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 - Very disjointed sentences or isolated words	- Directly addresses prompt and provides an appropriate but incomplete answer - Fragmented sentences	- Directly addresses prompt and provides a basic but appropriate answer - Disconnected sentences	- Directly addresses prompt and provides an appropriate response - Sentences may be loosely connected	- Directly addresses prompt and provides a thorough and appropriate response; may include elaboration and detail - Connected sentences	- Directly addresses prompt and provides a very thorough and appropriate response; includes elaboration and detail - Smoothly connected sentences
DELIVERY	- 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	- 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	- 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	- 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	- 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	- Natural pace and intonation, with minimal hesitation or repetition - Accurate pronunciation (including tones), with minimal errors - 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 performance—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

Interpersonal Speaking

Note: Students’ responses are quoted verbatim and may contain grammatical errors. In the transcripts of students’ speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

Interpersonal Speaking: Conversation 1

Sample: A

Score: 6

Transcript of Student Response

我[wo1]准[zhun2]备[bei2]得很好，我觉得现在就可以了。我用我的手机可是[ke1shi1]我用得很少因为我已经知道很多我需要知道的事情。所以我觉得没事了，我准备好了。

Commentary

This response directly addresses the prompt by saying 我[wo1]准[zhun2]备[bei2]得很好，我觉得现在就可以了. The response further provides elaboration with supporting details (我用我的手机可是[ke1shi1]我用得很少因为我已经知道很多我需要知道的事情). Sentences are smoothly connected with conjunctions (可是; 因为; 所以), and the response is delivered at a natural pace with minimal hesitation or repetition. Vocabulary in the response is rich and appropriate (就可以了; 已经; 需要; 事情; 没事). Finally, a wide range of grammatical structures is employed with minimal errors (我[wo1]准[zhun2]备[bei2]得很好; 现在就可以了; 我用得很少; 我需要知道的事情; 我准备好了).

Sample: B

Score: 4

Transcript of Student Response

做...这个作业...是...uh...在中国...中文课，我们这个作业...我...做完了我觉得这个作业很...难做。

Commentary

This response directly addresses the prompt and provides an appropriate response by saying 我们这个作业...我...做完了, then moves beyond the basic response by adding 我觉得这个作业很...难做. Though consisting of loosely connected sentences, the response is delivered at a generally consistent pace with intermittent hesitation, and makes use of appropriate vocabulary such as 难做. Grammatical structures such as 做完了 and 我觉得...难做 are appropriate.

Sample: C

Score: 2

Transcript of Student Response

我准[zhun1]备[bei2]作[zuo2]业...uh...uh 学习[xi4]...uh 用...uh...我的说[shou2]话。我用[yong2]...uh Duolingo 和 Pleco。

Commentary

This response directly addresses the prompt by saying 我准[zhun1]备[bei2]作[zuo2]业 but does not complete the answer to 准备得怎么样. The response is delivered at a labored pace with frequent hesitation and includes some errors in pronunciation that necessitate listener effort (准[zhun1]备[bei2]; 说[shou2]话). Appropriate vocabulary is minimal, and grammatical structures are limited.

Interpersonal Speaking: Conversation 2

Sample: A

Score: 6

Transcript of Student Response

我觉得手机最好的大[da3]处是... 很多人会用它学习和很多人会用它... 做很多的不同的事情, 还会跟别人聊天, 和跟他的朋友分享视频和

Commentary

This response directly addresses all aspects of the prompt and provides a very thorough and appropriate response (会用它学习和很多人会用它... 做很多的不同的事情). It includes elaboration (还会跟别人聊天, 和跟他的朋友分享视频). Sentences are smoothly connected, using connectors (我觉得... 是; 会... 还会). The pace of delivery and intonation is natural, with minimal repetition (很多人会用它). The pronunciation and tones are accurate with minimal errors (大[da3]). The use of vocabulary is rich and appropriate (会用; 学习; 很多的不同的事情; 聊天; 分享视频) with minimal errors (最好的大[da3]处 should be 最大的好处). It contains a wide range of grammatical structures (a complex sentence: 我觉得... 是; a complex noun phrase: 很多的不同的事情; coordinating structures: 会..., 还会...), with minimal errors (the use of 和). Overall, this response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student Response

我觉得手机最... 大的好处是让... 大家更[geng3]近, 因为你可以用手机跟 uh 住在... uh 哪儿的朋友聊天儿 uh

Commentary

This response directly addresses all aspects of the prompt and provides an appropriate answer (让... 大家更[geng3]近, 因为你可以用手机跟 uh 住在... uh 哪儿的朋友聊天儿 uh). Sentences in this sample are loosely connected (我觉得... 是... 因为...). The speaking pace and intonation are generally consistent, with intermittent hesitation and an error in pronunciation that does not necessitate special listener effort (更[geng3]近). This response includes mostly appropriate vocabulary and grammatical structures with errors that do not generally obscure meaning (可以用手机跟 uh 住在... uh 哪儿的朋友聊天儿 uh). This response demonstrates competence in interpersonal speaking. It could have earned a higher score with more elaboration.

Interpersonal Speaking: Conversation 2 (continued)**Sample: C****Score: 1****Transcript of Student Response**

[loud breath] [long silence] 我觉得手机 . . 应该 . . 不好 . . 所以我 xue[?]

Commentary

This response addresses the prompt only minimally (应该 . . 不好) and uses a register that is inappropriate for the situation (好处是什么?). The response is delivered at a very labored pace with constant hesitation. It contains insufficient and inappropriate vocabulary. The response fails to use appropriate vocabulary (such as 方便; 上网; 看视频) to address the prompt (好处是什么?). It could have earned a higher score had it included a specific advantage of cell phones and an explanation for it. Overall, this sample demonstrates lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 3

Sample: A

Score: 5

Transcript of Student Response

中文的时候有..hm 手机有很多 h- 很[hen4]好的地方。首先，我可以在家里在用手机练习中文课，也可以用..比..各种各样的应用[yong2]..练习中文课。

Commentary

This response directly addresses the prompt and offers a thorough, appropriate answer (中文的时候有..hm 手机有很多 h- 很[hen4]好的地方). It also includes elaboration (首先，我可以在家里在用手机练习中文课，也可以用..比..各种各样的应用[yong2]..练习中文课). Sentences are connected with transitional and cohesive devices (首先...也可以). The delivery is smooth in pace and intonation with occasional hesitation (中文的时候有..hm 手机有很多 h- 很[hen4]好的地方) and tone errors (很[hen4]好; 应用[yong2]). The response employs appropriate vocabulary and a variety of grammatical structures (我可以在家里在用手机练习中文课; 各种各样的应用[yong2]). This response suggests excellence in interpersonal speaking. A more natural pace and detailed elaboration would have made this response more thorough and informative.

Sample: B

Score: 4

Transcript of Student Response

在学中文的时候[hou2]，手[shui3]机 b- 手机帮助我..在..如果我不知道一个字我可以看到在..我的手机，还是如果我要问我一个我的..朋友一个问题，我可以问他[ta2]在我的手机。

Commentary

This response directly addresses the prompt and provides an appropriate answer (在学中文的时候[hou2]，手[shui3]机 b- 手机帮助我..在..如果我不知道一个字我可以看到在..我的手机). While transitional words (如果) are used to elaborate, the sentences are loosely connected (. . 在..如果我不知道一个字我可以看到在..我的手机). The response maintains a consistent pace with intermittent hesitation and repetition (在学中文的时候[hou2]，手[shui3]机 b- 手机帮助我..在..). Vocabulary and grammatical structure are mostly appropriate with errors (我可以看到在..我的手机; 还是如果我要问我一个我的..朋友一个问题; 我可以问他[ta2]在我的手机) that do not obscure meaning. This response demonstrates competence in interpersonal speaking. It could have earned a higher score with smoother delivery and more accurate grammar.

Interpersonal Speaking: Conversation 3 (continued)**Sample: C****Score: 1****Transcript of Student Response**

我[wo1] . . 应玩 xie2[学?]我中文 . . 你呢? 你 [long pause] xing2 wang4 zai3 lai2 kong1 wei3 吗?

Commentary

This response minimally addresses the prompt (xie2[学?]我中文). The pace of delivery is labored with constant hesitation and frequent pronunciation errors, necessitating intense listener effort (你 . . . wang4 zai3 lai2 kong1 wei3 吗). Vocabulary and grammatical structures are insufficient and inappropriate with errors that significantly obscure meaning (应玩 xie2[学?]我中文; 你 . . . wang4 zai3 lai2 kong1 wei3 吗). This response demonstrates a lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 4

Sample: A

Score: 6

Transcript of Student Response

我的看法是[shi1].. 这是一个很重[zhong3]要的.. um 规矩[gui3ju1], 因为学生在上课的时候用他们的手机会影响他们的学习[xue3xi1], 也影响他们成绩, 我觉得用手机在上课的时候, 很 b-[不?]

Commentary

This response directly addresses all aspects of the prompt and provides a very thorough and appropriate response (很重[zhong3]要的.. um 规矩[gui3ju1]... 我觉得用手机在上课的时候, 很 b-[不?]). It also includes elaboration (因为学生在上课的时候用他们的手机会影响他们的学习[xue3 xi1], 也影响他们成绩). Sentences are smoothly connected with connectors (我的看法是... 因为... 也... 我觉得...). The pace of delivery and intonation are natural, with minimal hesitation and repetition (我的看法是[shi1].. 这是一个很重[zhong3]要的.. um 规矩[gui3ju1]). The pronunciation and tones are accurate with minimal errors (重[zhong3]要; 规矩[gui3ju1]; 学习[xue3xi1]). The use of vocabulary is rich and appropriate (重[zhong3]要; 规矩[gui3ju1]; 影响; 成绩) with minimal errors (用他们的手机会影响他们的学习[xue3xi1]). It contains a wide range of grammatical structures (在上课的时候用他们的手机会影响他们的学习[xue3xi1], 也影响他们成绩; 我觉得用手机在上课的时候, 很 b-[不?]). This response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 4

Transcript of Student Response

我对这.. uh.. 我觉得这个是很好, 因为 uh 手机有游戏和[he4]手机.. um uh 有很多游戏和[he4]人们不会听老师说话。

Commentary

This response directly addresses all aspects of the prompt and provides an appropriate answer (手机.. um uh 有很多游戏和[he4]人们不会听老师说话). Sentences in this sample are loosely connected (因为 uh 手机有游戏和[he4]手机.. um uh 有很多游戏). The speaking pace and intonation are generally consistent with intermittent hesitation and errors in pronunciation that do not necessitate special listener effort (我对这.. uh.. 我觉得这个是很好, 因为 uh 手机有游戏和[he4]手机.. um uh 有很多游戏). The sample includes mostly appropriate vocabulary and grammatical structures (手机有游戏; 人们不会听老师说话) with errors that do not generally obscure meaning (我对这.. uh..). This response demonstrates competence in interpersonal speaking.

Interpersonal Speaking: Conversation 4 (continued)**Sample: C****Score: 2****Transcript of Student Response**

我对 shoul[手?] um 你的看法 . . um [sigh] 因为 . . 手机 . . 很多 . . [whisper]

Commentary

This sample directly addresses the prompt and provides an appropriate but incomplete answer (我对 shoul[手?] um 你的看法 . . um [sigh] 因为 . . 手机 . . 很多). The answer is incomplete because it does not address the question (看法是什么?). The response displays a somewhat labored pace with hesitation (因为 . . 手机 . . 很多 . . [whisper]). It contains minimal appropriate vocabulary (我对; 因为) and limited grammatical structures (你的看法 . . um [sigh] 因为 . . 手机 . . 很多). This response is incomplete and suggests a lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 5

Sample: A

Score: 6

Transcript of Student Response

我每天才花一个小时在手机上，玩游戏和聊天，因为我才花一个小时，我觉得这不用手机不会打扰我的学习，因为我不用那么多，我知道用太多不好。

Commentary

This response directly addresses all aspects of the prompt and provides an appropriate response (每天才花一个小时在手机上; 不会打扰我的学习) with elaboration and detail such as (因为我才花一个小时; 因为我不用那么多; 我知道用太多不好). Sentences are smoothly connected by using (因为; 才; 我知道). The response is delivered at a natural pace and intonation, with minimal hesitation (. . . 这 . . .). It is accurate in pronunciation and tones with minimal errors. It contains rich and appropriate vocabulary such as (花一个小时; 用; 知道, 玩游戏; 聊天; 打扰; 那么), and uses a wide range of grammatical structures such as adverbial (才+Verb), negation (不会; 不用), time (每天), location (在手机上), and subordinate sentence (因为 . . .), with minimal errors. This response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 3

Transcript of Student Response

uh . . 今 uh . . 別的天 um 我覺得我用 . . 五個小時在做手機我覺得 um 是不好 . . 做的學習

Commentary

This response directly addresses the prompt and provides a basic and appropriate answer (我用 . . 五個小時在做手機; 我覺得 um 是不好 . . 做的學習). The sentences are not connected. The response is delivered at an inconsistent pace, with hesitation such as (uh . . 今 uh . . ; um 是不好 . .) and repetition (我覺得 . . . 我覺得) that interfere with comprehension. This response contains limited appropriate vocabulary with frequent errors that may obscure meaning, such as (別的天 for 每天; 做手機 for 用手機). It uses simple grammatical structures, with errors that may obscure meaning, such as (. . . 是 不好 . . 做的學習 for 對學習不好). This response suggests emerging competence in interpersonal speaking.

Interpersonal Speaking: Conversation 5 (continued)**Sample: C****Score: 1****Transcript of Student Response**

会 . . 我会我的手机[long pause]

Commentary

This response addresses the prompt marginally (我会我的手机) without providing an answer to the questions in the prompt “多长时间; 会不会影响你的学习”. The sentence is very disjointed (会 . . 我会我的手机). It is delivered at a very labored pace with a long pause at the end that necessitates intense listener effort. It lacks sufficient vocabulary and shows little control of grammatical structures that significantly obscure meaning. This response demonstrates lack of competence in interpersonal speaking.

Interpersonal Speaking: Conversation 6

Sample: A

Score: 5

Transcript of Student Response

我用[yong2]我的手[shou1]机看[kan2]电影[dian2ying1] ge4 [跟?] .. 我最喜欢看[kan3]电影[dian2ying1], 可是我也[ye2]用[yong2]短信[duan2xin1] .. 短信[duan2xin1], 所以我可[ke4]以短[duan2]信我的妈妈[ma2ma]和爸爸[ba2ba], 我学习时候[shi4hou2] .. 用我的手机[shou2ji2]很多。

Commentary

The response directly addresses the prompt and provides a thorough, appropriate answer (我最喜欢看[kan3]电影[dian2ying1]), including elaboration and details (所以我可[ke4]以短[duan2]信我的妈妈[ma2ma]和爸爸[ba2ba]). The sentences are connected. (可是... , 所以...) The response is delivered with a smooth pace and intonation, despite occasional hesitation (可是我也[ye2]用[yong2]短信[duan2xin1] .. 短信[duan2xin1]; 我学习时候[shi4hou2] .. 用我的手机[shou2ji2]很多). It contains appropriate vocabulary and various grammatical structures (我最喜欢... , 可是我也[ye2]... , 所以...) with sporadic errors (用[yong2]; 我的妈妈[ma2ma]和爸爸[ba2ba]; 短[duan2]信我的妈妈[ma2ma]和爸爸[ba2ba]; 我学习时候[shi4hou2]; 用我的手机[shou2ji2]很多). This response demonstrates excellence in interpersonal speaking.

Sample: B

Score: 3

Transcript of Student Response

Uh 我手机 .. 的 .. 我喜欢 .. uh 看[kan3] .. 电影 .. 在[zai3]我的手 .. 手[shou4]机 .. [long pause] uh 对。

Commentary

This response directly addresses the prompt and provides a basic but appropriate response (我喜欢 .. uh 看[kan3] .. 电影). The sentences are disconnected (Uh 我手机 .. 的 .. 我喜欢 .. uh 看[kan3] .. 电影). The response is delivered with an inconsistent pace and intonation (Uh 我手机 .. 的 .. 我喜欢 .. uh 看[kan3] .. 电影) with frequent hesitation and repetition (在[zai3]我的手 .. 手[shou4]机 .. [long pause] uh 对). The response uses limited vocabulary with errors in pronunciation that sometimes necessitate special listener effort (看[kan3] .. 电影 .. 在[zai3]我的手 .. 手[shou4]机 ..). The response also uses simple grammatical structures (我喜欢 .. uh 看[kan3] .. 电影) with frequent errors that sometimes obscure meaning (在[zai3]我的手 .. 手[shou4]机). However, this response suggests competence in interpersonal speaking.

Interpersonal Speaking: Conversation 6 (continued)**Sample: C****Score: 1****Transcript of Student Response**

我喜欢的 ba2 [吧?] . . xiu4ji2 [手机?] 很好[hen1hao4]的同[tong1] . . 学们 . . 因为[wei2] . . 同学们的很好[hen1hao4] . . 中文学校 . . zong1yao2 [重要?]。

Commentary

The response addresses the prompt marginally and minimally (我喜欢的 ba2 [吧?] . . xiu4ji2 [手机?]). It contains very disjointed sentences and/or isolated words (我喜欢的 . . . 因为[wei2] . . . zong1yao2 [重要?]). Its pace and intonation are very labored with constant hesitation and repetition. (同[tong1] . . 学们 . . 因为[wei2] . . 同学们) The response contains insufficient, inappropriate vocabulary and grammatical structures (喜欢; xiu4ji2 [手机?]; 中文; 学校; zong1yao2 [重要?]) with frequent errors that significantly obscure meaning (xiu4ji2 [手机?]; 很好[hen1hao4]的同[tong1] . . 学们; zong1yao2 [重要?]). This response could have earned a higher score had it included a specific act of using a cell phone. This response demonstrates a lack of competence in interpersonal speaking.