Question 1: Story Narration

Prompt/directions:
You will be asked to perform a writing task in Chinese. You will be asked to write for a specific purpose and to a specific person. You should write in as complete and as culturally appropriate a manner as possible, taking into account the purpose and the person described.

The four pictures present a story. Imagine you are writing the story to a friend. Narrate a complete story as suggested by the pictures. Give your story a beginning, a middle, and an end.

1.
2.
3.
4.
General Scoring Notes
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.
**Scoring Guidelines for Question 1: Story Narration**

<table>
<thead>
<tr>
<th>Skills</th>
<th>1 Very weak</th>
<th>2 Weak</th>
<th>3 Adequate</th>
<th>4 Good</th>
<th>5 Very good</th>
<th>6 Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.B</td>
<td>Demonstrates lack of competence in presentational writing</td>
<td>Suggests lack of competence in presentational writing</td>
<td>Suggests competence in presentational writing</td>
<td>Demonstrates competence in presentational writing</td>
<td>Suggests excellence in presentational writing</td>
<td>Demonstrates excellence in presentational writing</td>
</tr>
</tbody>
</table>

**TASK COMPLETION**

- 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

**DELIVERY**

- 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

**LANGUAGE USE**

- 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
- Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning

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

**BLANK:** (no response)
**Question 4: Cultural Presentation**

**Prompt/Directions:**
You will be asked to speak in Chinese on a specific topic. Imagine you are making an oral presentation to your Chinese class. First, you will read and hear the topic for your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

**(N) Choose ONE Chinese historic or scenic site (the Great Wall, the Oriental Pearl TV Tower, Sun Moon Lake, etc.). In your presentation, describe this historic or scenic site and explain its significance or importance in Chinese culture.**

**(N) You have four minutes to prepare your presentation.**

[240 seconds]

**(N) You have two minutes to record your presentation.**

[120 seconds]
<table>
<thead>
<tr>
<th>Scoring Guidelines for Question 4: Cultural Presentation</th>
<th>Skills:</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Very weak</td>
<td>Demonstrates lack of competence in presentational speaking and cultural knowledge</td>
<td><strong>2.</strong> Weak</td>
</tr>
<tr>
<td>Suggests lack of competence in presentational speaking and cultural knowledge</td>
<td><strong>3.</strong> Adequate</td>
<td><strong>4.</strong> Good</td>
</tr>
<tr>
<td><strong>5.</strong> Very good</td>
<td><strong>6.</strong> Excellent</td>
<td><strong>7.B</strong></td>
</tr>
<tr>
<td><strong>TASK COMPLETION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation addresses prompt only minimally</td>
<td>Presentation addresses topic only marginally or addresses only some aspects of prompt</td>
<td>Presentation addresses all aspects of prompt but may lack detail or elaboration</td>
</tr>
<tr>
<td>Lacks organization and coherence; very disjointed sentences or isolated words</td>
<td>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</td>
<td>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected</td>
</tr>
<tr>
<td>Cultural information has frequent or significant inaccuracies</td>
<td>Cultural information has several inaccuracies</td>
<td>Cultural information is generally correct but has some inaccuracies</td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very labored pace and intonation, with constant hesitation and repetition</td>
<td>Labored pace and intonation, with frequent hesitation and repetition</td>
<td>Generally consistent pace and intonation, with intermittent hesitation and repetition</td>
</tr>
<tr>
<td>Frequent errors in pronunciation (including tones) necessitate intense listener effort</td>
<td>Frequent errors in pronunciation (including tones) necessitate constant listener effort</td>
<td>Errors in pronunciation (including tones) sometimes necessitate special listener effort</td>
</tr>
<tr>
<td>Constant use of register inappropriate to situation</td>
<td>Frequent use of register inappropriate to situation</td>
<td>Use of register appropriate to situation is inconsistent or includes many errors</td>
</tr>
<tr>
<td><strong>LANGUAGE USE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</td>
<td>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</td>
<td>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</td>
</tr>
<tr>
<td>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</td>
<td>Limited grammatical structures, with frequent errors that obscure meaning</td>
<td>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</td>
</tr>
</tbody>
</table>
| *continued on next page*
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