



NES Profile: Chinese (Mandarin) (404)

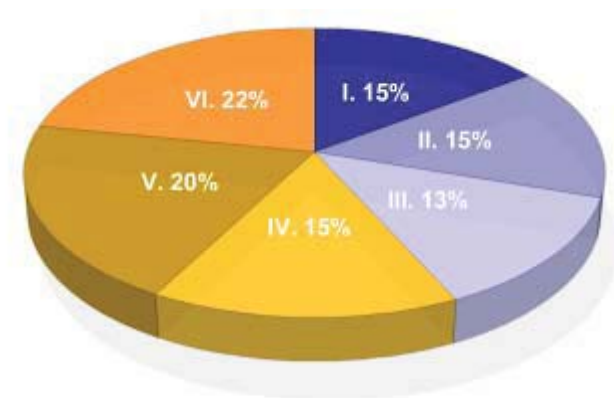
Overview

The resources below provide information about this test, including the approximate percentage of the total test score derived from each content domain. The complete set of the content domains, the test framework, is provided here and contains all of the competencies and descriptive statements that define the content of the test.

This **NES Profile** includes the following materials:

- the test competencies associated with the content domain,
- a set of descriptive statements that further explain each competency,
- a sample test question aligned to each competency,
- where applicable, a sample constructed-response assignment aligned to the appropriate content domain or competency.

Test Field	Chinese (Mandarin) (404)
Test Format	Multiple-choice questions, presentational writing, presentational speaking
Number of Questions	100 multiple-choice questions, 1 presentational writing assignment, 1 presentational speaking assignment
Test Duration	Up to 3 hours
Reference Materials	Presentational Writing Directions Presentational Speaking Directions Presentational Writing Scoring Scale Presentational Speaking Scoring Scale



Key	Approximate Percentage of Test	Content Domain	Range of Competencies
15%		I. Interpretive Listening	0001–0002
15%		II. Interpretive Reading	0003–0004
13%		III. Language Structures	0005–0006
15%		IV. Cultural Understanding	0007–0008
20%		V. Presentational Writing	0009
22%		VI. Presentational Speaking	0010

Content Domain I: Interpretive Listening

Competencies:

0001 Demonstrate literal comprehension of a variety of formal and informal oral messages in the target language from across the target-language-speaking world.

Descriptive Statements:

- Identify the main idea of an oral message.
- Identify supporting details in an oral message.
- Identify a sequence of events in an oral message.
- Recognize a cause-and-effect relationship described in an oral message.
- Demonstrate an understanding of customary greetings, leave-takings, comments, and questions likely to be encountered in a social situation.
- Recognize tone and/or intonational values in a given context and how they affect the meaning and purpose of the message.
- Select an appropriate response to a spoken question or comment.

Sample Item:

Listen carefully to the following dialogue; then answer the questions. You will hear the dialogue twice.

(PAUSE 20 seconds)

(one male speaker and one female speaker)

[Simplified]

建平: 这几个星期真是太忙了。我想这个周末去哪儿走走。

肖宁: 你想去哪儿?

建平: 杭州怎么样? 好几年没去了? 上次还是你妹妹来的时候去的。三年了吧?

肖宁: 去杭州啊? 不是图个清静吗? 去杭州也不要周末去? 又赶上长周末。杭州可能比上海南京路的人还多。上次在苏堤上, 差点儿没把我挤死。再说, 杭州也太远了点儿。来回路上就得四个多小时。找个清静点儿的地方吧。

建平: 那么去苏州。

肖宁: 苏州名气也还是太大了。去个名气小点儿的地方。我看嘉兴的西塘不错。再说你也没去过。

建平: 西塘有什么好玩儿的?

肖宁: 西塘是座有千年历史文化的古镇。西塘古镇临河的街道有近千米的廊棚, 就像颐和园的长廊一样。在西塘旅游, 雨天不淋雨, 晴天不晒太阳。而且西塘猪蹄膀非常好吃, 可以尝尝。安镜桥下的鲜肉小混沌和阿婆豆腐花, 又好吃又便宜。

建平: 听着好像还不错。

肖宁: 主要是图个清静, 出去休闲。我觉得去嘉兴的西塘古镇走走就挺好。

[Traditional]

建平：這幾個星期真是太忙了。我想這個週末去哪兒走走。

尚寧：你想去哪兒？

建平：杭州怎麼樣？好幾年沒去了？上次還是你妹妹來的時候去的。三年了吧？

尚寧：去杭州啊？不是圖個清靜嗎？去杭州也不要周末去？又趕上是長周末。杭州可能比上海南京路的人還多。上次在蘇堤上，差點兒沒把我擠死。再說，杭州也太遠了點兒。來迴路上就得四個多小時。找個清靜點兒的地方吧。

建平：那麼去蘇州。

尚寧：蘇州名氣也還是太大了。去個名氣小點兒的地方。我看嘉興的西塘不錯。再說你也沒去過。

建平：西塘有什麼好玩兒的？

尚寧：西塘是座有千年歷史文化的古鎮。西塘古鎮臨河的街道有近千米的廊棚，就像頤和園的長廊一樣。在西塘旅遊，雨天不淋雨，晴天不曬太陽。而且西塘豬蹄膀非常好吃，可以嚐嚐。安鏡橋下的鮮肉小混沌和阿婆豆腐花，又好吃又便宜。

建平：聽著好像還不錯。

尚寧：主要是圖個清靜，出去休閒。我覺得去嘉興的西塘古鎮走走就挺好。

You will now hear the dialogue again.

(Repeat dialogue)

Now answer the two questions.

According to the dialogue, Xitang is the best choice to visit due to its:

- A. active nightlife.
- B. many tourist attractions.
- C. good weather and food.
- D. proximity to big cities.

Correct Response and Explanation

C. This question requires the examinee to identify the main idea of an oral message. In this dialogue, the two individuals are discussing where to go for the weekend. The main focus of the discussion is on why the city of Xitang is a good location to visit due to its nice weather, good food, and interesting history.

0002 Demonstrate inferential and analytical comprehension of a variety of formal and informal oral messages in the target language from across the target-language-speaking world.

Descriptive Statements:

- Draw conclusions based on information presented in an oral message.
- Characterize the mood of a speaker.
- Determine the intended audience of an oral message.
- Infer the relationship between speakers in a conversation.
- Determine the social or cultural context of an oral message.
- Analyze a speaker's assumptions, intent, or perspective.
- Analyze the communicative and discourse strategies used in an oral message.
- Evaluate the social and cultural appropriateness of language used in an oral message.

Sample Item:

Listen carefully to the following dialogue; then answer the questions. You will hear the dialogue twice.

(PAUSE 20 seconds)

(one male speaker and one female speaker)

[Simplified]

建平: 这几个星期真是太忙了。我想这个周末去哪儿走走。

肖宁: 你想去哪儿?

建平: 杭州怎么样? 好几年没去了? 上次还是你妹妹来的时候去的。三年了吧?

肖宁: 去杭州啊? 不是图个清静吗? 去杭州也不要周末去? 又赶上长周末。杭州可能比上海南京路的人还多。上次在苏堤上, 差点儿没把我挤死。再说, 杭州也太远了点儿。来回路上就得四个多小时。找个清静点儿的地方吧。

建平: 那么去苏州。

肖宁: 苏州名气也还是太大了。去个名气小点儿的地方。我看嘉兴的西塘不错。再说你也没去过。

建平: 西塘有什么好玩儿的?

肖宁: 西塘是座有千年历史文化的古镇。西塘古镇临河的街道有近千米的廊棚, 就像颐和园的长廊一样。在西塘旅游, 雨天不淋雨, 晴天不晒太阳。而且西塘猪蹄膀非常好吃, 可以尝尝。安镜桥下的鲜肉小混沌和阿婆豆腐花, 又好吃又便宜。

建平: 听著好像还不错。

肖宁: 主要是图个清静, 出去休闲。我觉得去嘉兴的西塘古镇走走就挺好。

[Traditional]

建平：這幾個星期真是太忙了。我想這個週末去哪兒走走。

尚寧：你想去哪兒？

建平：杭州怎麼樣？好幾年沒去了？上次還是你妹妹來的時候去的。三年了吧？

尚寧：去杭州啊？不是圖個清靜嗎？去杭州也不要周末去？又趕上是長周末。杭州可能比上海南京路的人還多。上次在蘇堤上，差點兒沒把我擠死。再說，杭州也太遠了點兒。來迴路上就得四個多小時。找個清靜點兒的地方吧。

建平：那麼去蘇州。

尚寧：蘇州名氣也還是太大了。去個名氣小點兒的地方。我看嘉興的西塘不錯。再說你也沒去過。

建平：西塘有什麼好玩兒的？

尚寧：西塘是座有千年歷史文化的古鎮。西塘古鎮臨河的街道有近千米的廊棚，就像頤和園的長廊一樣。在西塘旅遊，雨天不淋雨，晴天不曬太陽。而且西塘豬蹄膀非常好吃，可以嚐嚐。安鏡橋下的鮮肉小混沌和阿婆豆腐花，又好吃又便宜。

建平：聽著好像還不錯。

尚寧：主要是圖個清靜，出去休閒。我覺得去嘉興的西塘古鎮走走就挺好。

You will now hear the dialogue again.

(Repeat dialogue)

Now answer the two questions.

The speakers most likely have which of the following relationships?

- A. teacher and student
- B. husband and wife
- C. tour guide and tourist
- D. hotel owner and customer

Correct Response and Explanation

B. This question requires the examinee to infer the relationship between speakers in a conversation. This dialogue takes place between two people who clearly have a history of traveling together. Of the options given, the most likely relationship between the speakers is that of husband and wife.

Content Domain II: Interpretive Reading

Competencies:

0003 Demonstrate literal comprehension of a variety of authentic materials written in the target language from across the target-language-speaking world.

Descriptive Statements:

- Identify the main idea of a passage.
- Identify supporting details in a passage.
- Identify a sequence of events in a passage.
- Recognize a cause-and-effect relationship described in a passage.
- Select an accurate summary of a passage.

Sample Item:

Read the passage presented below in either Simplified characters or Traditional characters; then answer the two questions that follow.

[Simplified]

近日获悉，华裔导演李安凭借电影获得奥斯卡最佳导演奖。

李安生于1954年生于台湾。读中学时，李安不喜欢读书，心里只想着当导演。两次高考落榜之后，李安考进了艺术专科学校读戏剧，从此确定了一生的方向。后来，李安进入伊利诺大学戏剧系，并于1980年毕业。1981年，他进入纽约大学电影研究所，并以第一名的成绩取得硕士学位。

此后，李安得不到拍片的机会，在家带小孩六年，直到1991年，在台湾的中央电影公司找他拍摄《推手》，方才一举成名。

李安的贡献在于他充分接受西方电影技巧，以隐约的批判观点来表达个人对自由的追求，同时又重新与传统华人文化展开了对话。李安的电影具有浓厚的现代感和生活感，与华人社会因经济巨变所带来的社会发展非常吻合。此外，他对西方文化也有细腻的体验。更可贵的是，赞赏李安的并非少数影评家，而是一般大众。

[Traditional]

近日獲悉，華裔導演李安憑藉電影獲得奧斯卡最佳導演獎。

李安生於1954年生於臺灣。讀中學時，李安不喜歡讀書，心裡只想著當導演。兩次高考落榜之後，李安考進了藝術專科學校讀戲劇，從此確定了一生的方向。後來，李安進入伊利諾大學戲劇系，並於1980年畢業。1981年，他進入紐約大學電影研究所，並以第一名的成績取得碩士學位。

此後，李安得不到拍片的機會，在家帶小孩六年，直到1991年，在臺灣的中央電影公司找他拍攝《推手》，方才一舉成名。

李安的貢獻在於他充分接受西方電影技巧，以隱約的批判觀點來表達個人對自由的追求，同時又重新與傳統華人文化展開了對話。李安的电影具有濃厚的現代感和生活感，與華人社會因經濟巨變所帶來的社會發展非常吻合。此外，他對西方文化也有細膩的體驗。更可貴的是，讚賞李安的並非少數影評家，而是一般大眾。

According to the passage, Ang Lee had which of the following setbacks in his career?

- A. His lack of academic ambition during high school kept him from further study.
- B. His first films received negative reviews by movie critics.
- C. He initially focused too much on traditional Chinese culture.
- D. It took him several years to get his first opportunity to direct a film.

Correct Response and Explanation

D. This question requires the examinee to identify supporting details in a passage. The author of this passage describes how Ang Lee had a six-year gap between graduating from New York University and making his first film.

0004 Demonstrate inferential and analytical comprehension of a variety of authentic materials written in the target language from across the target-language-speaking world.

Descriptive Statements:

- Draw conclusions based on information presented in a passage.
- Discern an implied cause-and-effect relationship in a passage.
- Infer the intended audience of a passage.
- Assess an author's mood in a passage.
- Analyze an author's assumptions, intent, perspective, or point of view.
- Distinguish between fact and opinion in a passage.
- Interpret often-used figurative language (e.g., metaphors, similes, personification), symbols, imagery, and common idiomatic expressions used in a passage.
- Analyze the structure of an author's argument and the sufficiency and reliability of evidence presented in support of an argument.

Sample Item:

Read the passage presented below in either Simplified characters or Traditional characters; then answer the two questions that follow.

[Simplified]

近日获悉，华裔导演李安凭借电影获得奥斯卡最佳导演奖。

李安生于1954年生于台湾。读中学时，李安不喜欢读书，心里只想着当导演。两次高考落榜之后，李安考进了艺术专科学校读戏剧，从此确定了一生的方向。后来，李安进入伊利诺大学戏剧系，并于1980年毕业。1981年，他进入纽约大学电影研究所，并以第一名的成绩取得硕士学位。

此后，李安得不到拍片的机会，在家带小孩六年，直到1991年，在台湾的中央电影公司找他拍摄《推手》，方才一举成名。

李安的贡献在于他充分接受西方电影技巧，以隐约的批判观点来表达个人对自由的追求，同时又重新与传统华人文化展开了对话。李安的电影具有浓厚的现代感和生活感，与华人社会因经济巨变所带来的社会发展非常吻合。此外，他对西方文化也有细腻的体验。更可贵的是，赞赏李安的并非少数影评家，而是一般大众。

[Traditional]

近日獲悉，華裔導演李安憑藉電影獲得奧斯卡最佳導演獎。

李安生於1954年生於臺灣。讀中學時，李安不喜歡讀書，心裡只想著當導演。兩次高考落榜之後，李安考進了藝術專科學校讀戲劇，從此確定了一生的方向。後來，李安進入伊利諾大學戲劇系，並於1980年畢業。1981年，他進入紐約大學電影研究所，並以第一名的成績取得碩士學位。

此後，李安得不到拍片的機會，在家帶小孩六年，直到1991年，在臺灣的中央電影公司找他拍攝《推手》，方才一舉成名。

李安的貢獻在於他充分接受西方電影技巧，以隱約的批判觀點來表達個人對自由的追求，同時又重新與傳統華人文化展開了對話。李安的电影具有濃厚的現代感和生活感，與華人社會因經濟巨變所帶來的社會發展非常吻合。此外，他對西方文化也有細膩的體驗。更可貴的是，讚賞李安的並非少數影評家，而是一般大眾。

The author of this passage would most likely agree with the statement that Ang Lee's success is due to his:

- A. ability to make films with broad appeal.
- B. focus on one genre of films.
- C. humor and wit that are evident in his films.
- D. novel and unusual filmmaking techniques.

Correct Response and Explanation

A. This question requires the examinee to analyze an author's assumptions, intent, perspective, or point of view. The author of this passage describes how Lee's movies address contemporary life and are popular among both audiences and critics. It is clear that the author feels that Lee's success comes primarily from the fact that his movies appeal to such a broad range of viewers.

Content Domain III: Language Structures

Competencies:

0005 Understand the language structures of the target language.

Descriptive Statements:

- Demonstrate knowledge of the phonology of the target language (e.g., sound system, phonological processes).
- Demonstrate knowledge of the morphology of the target language (e.g., inflectional endings, word formation).
- Demonstrate knowledge of the syntax of the target language (e.g., word order).
- Demonstrate knowledge of the pragmatics and sociolinguistics of the target language (e.g., register, social norms).
- Demonstrate knowledge of linguistic variations within the target language.
- Compare and contrast the language structures of the target language and English.

Sample Item:

When writing an address in English, the house number and street name appear before the city, state, and country. In Chinese, which of the following elements traditionally appears first?

- A. district
- B. city
- C. province
- D. country

Correct Response and Explanation

D. This question requires the examinee to demonstrate knowledge of the sociolinguistics of Chinese. The custom in Chinese for ordering information in something like an address or date is to progress from largest scale to smallest scale. Thus, in the case of a mailing address, the country is the first element given.

0006 Apply knowledge of the language structures of the target language.

Descriptive Statements:

- Transform sentences or short passages in the target language according to given instructions (e.g., transforming the tense or mood of a sentence or passage, transforming a positive statement into a negative one).
- Analyze sentences in the target language to determine grammatically correct words to complete them.
- Analyze short passages in the target language to determine grammatically correct phrases or sentences to complete them.
- Identify the appropriate pragmatic or sociolinguistic use of words and phrases in the target language.
- Correct morphological and syntactic errors in the target language.
- Correct pragmatic and sociolinguistic errors in the target language.

Sample Item:

Which of the following measure words correctly completes the phrase below?

一 _____ 袜子 / 一 _____ 襪子

- A. 节 / 節
- B. 双 / 雙
- C. 杯
- D. 条 / 條

Correct Response and Explanation

B. This question requires the examinee to analyze sentences in Chinese to determine grammatically correct words to complete them. The only appropriate measure word to use in a phrase involving the noun 袜子 / 襪子 is the measure word 双 / 雙 . This is equivalent to the use of the word *pair* in the English phrase *a pair of socks*.

Content Domain IV: Cultural Understanding**Competencies:**

0007 Understand the geography and major developments in the history of the target-language-speaking world and their cultural impact.

Descriptive Statements:

- Demonstrate knowledge of major political, economic, social, and cultural trends and developments that have shaped and continue to shape the history and perspectives of the target-language-speaking world.
- Analyze the roles of major historical events and key eras in the target-language-speaking world and their influence on the development and evolution of their respective cultures.
- Analyze the roles of major figures in the history of the target-language-speaking world and their influence on the development and evolution of their respective cultures.
- Recognize the major physical and geographic features of target-language-speaking regions and the roles that these features have played and continue to play in the development and evolution of target-language-speaking cultures.

Sample Item:

Which of the following occupations was most highly valued in traditional Confucian China?

- A. merchant
- B. scholar
- C. farmer
- D. artisan

Correct Response and Explanation

B. This question requires the examinee to demonstrate knowledge of major political, economic, social, and cultural trends and developments that have shaped and continue to shape the history and perspectives of the Chinese-speaking world. In ancient China, there were four occupations that were ranked in a hierarchy according to social status. Of the four occupations, the gentry/scholars were the most highly ranked in the hierarchy.

0008 Understand the practices, products, and perspectives of target-language-speaking cultures and how they relate to one another.

Descriptive Statements:

- Demonstrate knowledge of characteristic practices of daily life and customs in target-language-speaking cultures and ways in which such practices reflect the perspectives of target-language-speaking cultures.
- Demonstrate knowledge of products used in daily life in target-language-speaking cultures (e.g., food products, household items) and ways in which they reflect the perspectives of target-language-speaking cultures.
- Demonstrate knowledge of major cultural institutions (e.g., government, social relationships, educational systems, patterns of work and leisure) and practices (e.g., major traditions, holidays and festivals) of target-language-speaking cultures and ways in which such institutions and practices reflect the perspectives of target-language-speaking cultures.
- Demonstrate knowledge of major works, genres, and authors of literature written in the target language and ways in which they reflect the perspectives of target-language-speaking cultures.
- Demonstrate knowledge of major works, achievements, characteristic forms, and key individuals in the arts and sciences (e.g., visual and performing arts, architecture, medicine, inventions) of target-language-speaking cultures and ways in which they reflect the perspectives of target-language-speaking cultures.
- Identify major regional differences in the practices, products, and perspectives of various target-language-speaking cultures.
- Compare and contrast the practices, products, and perspectives of target-language-speaking cultures with the practices, products, and perspectives of non-target-language-speaking cultures.

Sample Item:

Which of the following animals symbolizes long life in Chinese culture?

- A. tiger
- B. horse
- C. goldfish
- D. crane

Correct Response and Explanation

D. This question requires the examinee to demonstrate knowledge of characteristic practices of daily life and customs in Chinese-speaking cultures and ways in which such practices reflect the perspectives of Chinese-speaking cultures. In Chinese culture, many objects, foods, and animals are considered symbols of more abstract concepts, such as luck, long life, fortune, or health. The crane is considered to be a symbol of long life due to the long life span of the bird itself. It is often seen in works of art and is incorporated into the myths and legends of Chinese culture.

Content Domain V: Presentational Writing**Competency:**

0009 In response to a prompt, demonstrate the ability to construct a coherent, well-developed passage in the target language that effectively communicates a message.

Descriptive Statements:

- Fulfill the purpose of the prompt in a manner that is appropriate for the given audience.
- Organize ideas in a logically sequenced, well-connected, and consistently clear fashion.
- Demonstrate development of ideas that are well supported with relevant details and examples.
- Demonstrate a consistent control of syntax and grammar, making only minor mistakes that do not interfere with the comprehensibility of ideas.
- Use contextualized vocabulary and idiomatic expressions as appropriate.
- Use correct punctuation, orthography, and diacritical marks and capitalization as appropriate.

Sample Written Assignment:**Read the prompt below.**

Imagine that you are applying for an academic exchange program for teachers of Chinese. As part of your application, you are asked to write an essay in Chinese in which you provide your opinion on whether secondary-level students should attend school year-round. In your response, you **must** include, but are not limited to, the following:

- your opinion on the topic; and
- an explanation of reasons, evidence, or experience that supports your opinion.

Your response must be written in Chinese characters (Simplified or Traditional).

Sample Responses**Sample Strong Response**

[Simplified]

我认为中学生应该全年上学。全年上学不仅可以帮助中学生巩固知识、增进同学间的友谊，更可以培养一代有竞争力的青年，长远地促进社会发展。

首先，全年上学不代表没有假期，只是假期更分散、每次放假时间更短。这样，全年上学的学生学习知识更加有连续性，不容易遗忘知识。现在，美国学生的暑假很长，许多学生不能有效利用假期时间。全年上学可以解决这个问题：学习更有连续性、时间利用更有效。

其次，全年上学可以培养同学间的感情，使友谊更加深厚。如果全年上学，我可以有更多的时间和同学一起组织课外活动、一起打球、看电影、讨论作业题。我相信同伴教育是中学教育中重要的一部分，学生可以从中学会合作、协商和理解的能力。

全年上学除了对学生个人有好处以外，也对社会有好处。美国是全世界暑假最长的国家之一。长远来看，如果美国不全年上学，其他国家全年上学的学生的竞争力将超过美国学生。综上所述，我认为中学生全年上学是可行而且必要的。

[Traditional]

我認為中學生應該全年上學。全年上學不僅可以幫助中學生鞏固知識、增進同學間的友誼，更可以培養一代有競爭力的青年，長遠地促進社會發展。

首先，全年上學不代表沒有假期，只是假期更分散、每次放假時間更短。這樣，全年上學的學生學習知識更加有連續性，不容易遺忘知識。現在，美國學生的暑假很長，許多學生不能有效利用假期時間。全年上學可以解決這個問題：學習更有連續性、時間利用更有效。

其次，全年上學可以培養同學間的感情，使友誼更加深厚。如果全年上學，我可以有更多的時間和同學一起組織課外活動、一起打球、看電影、討論作業題。我相信同伴教育是中學教育中重要的一部分，學生可以從中學會合作、協商和理解的能力。

全年上學除了對學生個人有好處以外，也對社會有好處。美國是全世界暑假最長的國家之一。長遠來看，如果美國不全年上學，其他國家全年上學的學生的競爭力將超過美國學生。綜上所述，我認為中學生全年上學是可行而且必要的。

Sample Weak Response

[Simplified]

我觉得中学生应该全年上学。美国的教育竞争力不太强，世界上别的国家的学生的假期都没有美国学生的这么长。如果我们让学生多上学，他们可以学到更多的知识，更有竞争力。

如果中学生全年上学，家长也就不用担心暑假太长。如果暑假太长，学生待在家里，不能有效利用时间，时间都浪费了。

我特别希望学校能够经常放假，但是每次放得短一点，暑假的时候，我一个人在家，有的时候会感到孤独，想念我的同学。我也觉得，美国的暑假太长了，春季学期学的东西都忘掉了，秋季学期还没有开始。

[Traditional]

我覺得中學生應該全年上學。美國的教育競爭力不太強，世界上別的國家的學生的假期都沒有美國學生的這麼長。如果我們讓學生多上學，他們可以學到更多的知識，更有競爭力。

如果中學生全年上學，家長也就不用擔心暑假太長。如果暑假太長，學生待在家裡，不能有效利用時間，時間都浪費了。

我特別希望學校能夠經常放假，但是每次放得短一點，暑假的時候，我一個人在家，有的時候會感到孤獨，想念我的同學。我也覺得，美國的暑假太長了，春季學期學的東西都忘掉了，秋季學期還沒有開始。

Content Domain VI: Presentational Speaking

Competency:

0010 In response to a prompt, demonstrate the ability to deliver coherent, well-developed discourse in the target language that effectively communicates a message.

Descriptive Statements:

- Fulfill the purpose of the prompt in a manner that is appropriate for the given audience.
- Organize ideas in a logically sequenced, well-connected, and consistently clear fashion.
- Demonstrate development of ideas that are well supported with relevant details and examples.
- Demonstrate a consistent control of syntax and grammar, making only minor mistakes that do not interfere with the comprehensibility of ideas.
- Use contextualized vocabulary and idiomatic expressions as appropriate.
- Maintain a strong flow of speech, with few, if any, nonproductive pauses or hesitations.
- Demonstrate intelligible and clear pronunciation and intonation or tones, as appropriate.

Sample Item:

Read the assignment below. You will have 2 minutes to review the assignment and prepare your response. Begin speaking in Mandarin when the current status on the Recorded Answer box changes to "time remaining." Monitor your time by referring to the Recorded Answer box. Begin reviewing the assignment now.

Imagine that you have been asked to give a presentation in Mandarin to a group of educators about a past experience you have had in which you attended a cultural event such as a concert or art exhibit. Speaking in Mandarin, discuss your experience. In your presentation, you **must** include, but are not limited to, the following:

- a narrative of an experience in which you attended a cultural event; and
- an explanation of how this experience affected you.

Sample Response

Sample Strong Response

A strong response to the presentational speaking assignment would develop the topic by elaboration of specific points. The response would be delivered in a consistently clear manner. The speaker would speak fluently, demonstrating control of syntax and grammar. The speaker would show mastery of a broad vocabulary including appropriate idiomatic expressions. The speaker would handle simple and complex linguistic constructions, avoiding errors that interfere with communication. The speaker would exhibit good to excellent pronunciation and use of tones.