

**AP® CHINESE LANGUAGE AND CULTURE EXAM  
AND INSTRUCTIONAL STRATEGIES**

全美中文学校协会  
网上讲座  
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AP Chinese Language and Culture  
Development Committee  
2017-2018

**8 Committee members:**

- 2 co-chairs: 1 High School  
1 Higher Education
- 2 Higher Ed teachers
- 2 High School Teachers
- 1 AP Chinese Chief Reader
- 1 College Board Advisor



**Focal Points & Objectives**



AP Chinese Course  
Overview: Goals and  
Expectations



AP Chinese Examination:  
Objectives and Format



Strategies for Teachers to  
prepare their students for  
the Exam



**I. AP Chinese  
Course  
Overview**

**AP Chinese Course Overview**

- AP®... is a collaborative effort between motivated students; dedicated teachers; and committed high schools, colleges and universities."
- AP Chinese course is designed to be comparable to 4<sup>th</sup> semester/250 hours of college level instruction

What is AP Chinese?



- Preparing students to be proficient in Chinese across the three communicative modes
- Connecting students to college success
- Contributing to college credits

Why AP Chinese?



**AP Chinese Learning Objectives:  
Students are expected to...**

Engage in spoken interpersonal communication

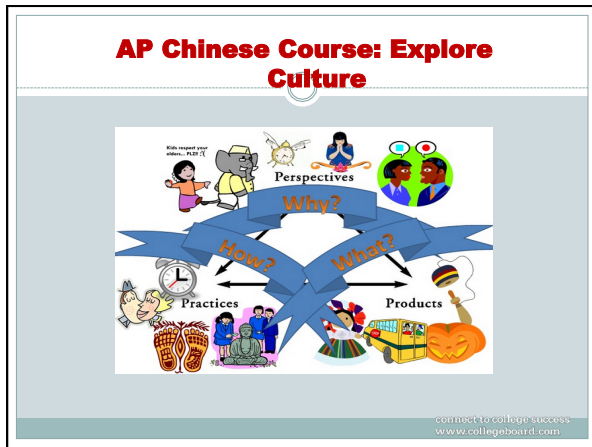
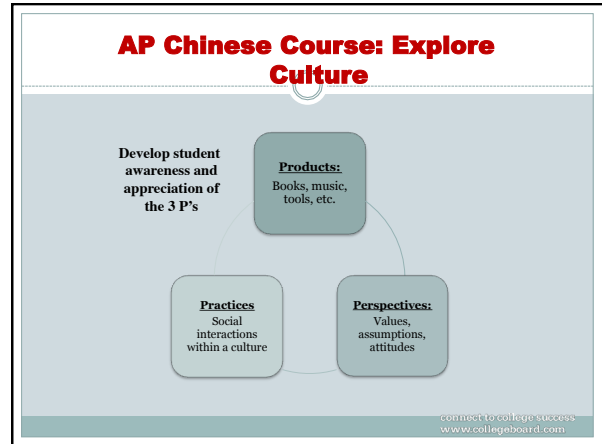
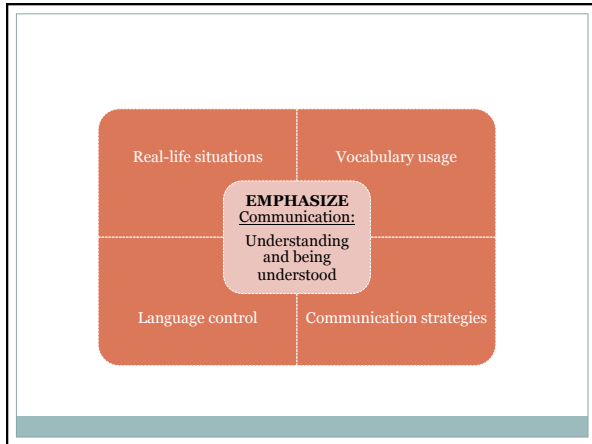
Comprehend information from a variety of audio and visual resources

Plan, produce and present spoken presentational communications

Engage in written interpersonal communication

Comprehend information from a variety of written and print resources

Plan and produce written presentational communications



### AP Central: AP Chinese Language and Culture Course Home Page

AP Central

AP Chinese Language and Culture

Explore essential resources for AP Chinese Language and Culture, and review teaching strategies, lesson plans, exam questions and other helpful information.

Home The Course Course Audit Classroom Resources The Exam Professional Development

DOCUMENT AP Chinese Language and Culture Course Description—June 2015

ARTICLE Free-Response Questions from the 2017 Chinese Language and Culture Exam

### College Board Workshops and Summer Institutes for AP Chinese Language and Culture

AP Central

Home The Course Course Audit Classroom Resources The Exam Professional Development

AP Central / AP Courses & Exams / AP Chinese Language and Culture / Professional Development

The College Board offers both face-to-face and [online professional development](#) workshops, available for new and experienced AP teachers as well as AP coordinators and administrators. Led by experienced instructors, subject-specific AP workshops provide educators with the support and training needed to develop effective strategies for teaching an AP course.

**Our Annual Offerings**

June–August: One-week AP Summer Institutes are offered at different sites throughout the country, providing an in-depth look at the course and exam.

September–April: One-day workshops are offered.

Search for an upcoming [AP Chinese Language and Culture workshop to register](#).

### AP Chinese Language and Culture Teacher Community

Welcome to the AP Chinese Language and Culture Teacher Community

**Meet the Moderators**

Dr. Scott McGinnis has served as a member and chair of the College Board Chinese Language Test Development Committee, and as a member of the AP Chinese Task Force. He maintains continuing interactions within the STARTALK programs and the Chinese Language Teachers Association, and is an ardent advocate for the continuing enhancement of the Chinese language teaching profession.

Dani Tan teaches Chinese at both K–12 and post-secondary institutions. She received her PhD in comparative literature from the University of Maryland. She served on the AP Chinese committee, and in 2003, she received the U.S. Department of Education's Teacher Recognition Award.

**Your Community**

The AP Teacher Community is a professional learning network connecting AP Chinese Language and Culture teachers available. High-use resources and discussion threads are a starting point, but the richness of the community needs your participation. You can give this community to support your classroom and share the power of your contributions.

**What You Can Do Here**

The AP community provides easy ways to:

- Engage in lively discussions organized by topic.
- Find peer and site AP classroom-ready materials and related resources.
- Browse the collection network and share strategies.
- Connect with colleagues and grow your personal network.

<https://apcommunity.collegeboard.org/web/apchinese/>

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## II. Objectives and format of the AP Chinese Exam

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## AP Chinese Examination Objectives & Focus

- Test knowledge of Chinese language and culture (contemporary and historical)
- Test ability to communicate in Chinese in linguistically, culturally and socially appropriate ways.
- Test ability to interact with authentic materials
- Focus on interpersonal, interpretive and presentational communication using the four skills

## Format of AP Examination

**Examination length**

Approximately 2 hours and 15 minutes in length

70 multiple choice questions and 4 free-response tasks

**Examination categories**

**Section I: multiple-choice questions.**

- Part A: Listening
- Part B: Reading

**Section II: free-response tasks requiring written and spoken responses.**

- Part A: Writing
- Part B: Speaking

**Percentage distribution:**

**By communicative modes:**

- Interpretive -- 40%
- Interpersonal -- 30%
- Presentational -- 30%

**By language modality:**

- Listening -- 25%
- Reading -- 25%
- Writing -- 25%
- Speaking -- 25%

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## Format of AP Examination

### Exam Format

#### Section I

Multiple Choice – 70 Questions | ~ 1 Hour, 20 Minutes | 50% of Exam Score

- Part A – Listening: 30 to 35 questions; 20 minutes (25% of exam score)
  - Identify the appropriate continuation of a conversation (10 to 15 questions; 10 minutes; 10% of exam grade)
  - Answer questions about different types of listening stimuli (15 to 20 questions; 10 minutes; 15% of exam grade)
- Part B – Reading: 35 to 40 questions; 60 minutes (25% of exam score)
  - Answer questions about different types of reading texts.

### AP Chinese Language and Culture Exam Format

#### Section I

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score	Time
Section I	Multiple Choice	70 questions   50%	1 hour and 30 minutes
Part A: Listening	<b>Repeiders</b> Knowledge/Skills: • Interpersonal communication • Using set phrases and social formulas; communicating opinion, attitude, intent	10–15 questions   10%	10 minutes (Response time: 5 seconds per question)
	<b>Listening Selections</b> Knowledge/Skills: • Interpretive communication • Comprehension, inference, application of introductory cultural knowledge Sample Stimulus Types: • Announcement • Conversation • Instructions • Message • Report	15–20 questions   15%	10 minutes (Response time: 12 seconds per question)
Part B: Reading	<b>Reading Selections</b> Knowledge/Skills: • Interpretive communication • Comprehension, inference, application of introductory cultural knowledge Sample Stimulus Types: • Advertisement • Article • Brochure • Email • Letter • Note • Poster • Sign • Story	35–40 questions   25%	60 minutes

## Format of AP Examination

### Section II

Free Response – 4 Tasks | 41 Minutes | 50% of Exam Score

- Part A – Writing: 30 minutes
  - Narrate a story suggested by a series of pictures (15 minutes; 15% of exam grade)
  - Read and answer an email message (15 minutes; 10% of exam grade)
- Part B – Speaking: 11 minutes
  - Respond to a series of thematically linked questions as part of a simulated conversation (4 minutes; 10% of exam grade)
  - Deliver a presentation on a given aspect of Chinese culture (7 minutes; 15% of exam grade)

**AP Chinese Language and Culture Exam Format  
Section II**

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
<b>Part A: Writing</b>	<b>Free Response</b>			
	<b>Story Narration</b> Knowledge/skills: • Presentational communication • Narrating story depicted by series of pictures	1 question	15%	15 minutes
	<b>Email Response</b> Knowledge/skills: • Interpersonal communication • Reading, responding to request	1 question	10%	15 minutes
<b>Part B: Speaking</b>	<b>Conversation</b> Knowledge/skills: • Interpersonal communication • Participating in conversation by responding appropriately	6 questions	10%	4 minutes (Response time: 20 seconds per question)
	<b>Cultural Presentation</b> Knowledge/skills: • Presentational communication • Describing and explaining significance of a Chinese cultural practice or product	1 question	15%	7 minutes (Preparation time: 4 minutes Response time: 2 minutes)

**AP Chinese Scoring Guidelines**

Go online to [apcentral.collegeboard.com/apc](http://apcentral.collegeboard.com/apc) and then go to:  
[AP Courses and Exams](#) > [AP Exam Information](#) > [The AP Chinese Language and Culture Exam](#)

**Scoring Criteria for Free Response Items**

Score	Stands for	Description
6	Excellent	Demonstrates excellence
5	Very good	Suggests excellence
4	Good	Demonstrates competence
3	Adequate	Suggests competence
2	Weak	Suggests lack of competence
1	Very Weak	Demonstrates lack of competence
0	Unacceptable	Contains nothing that earns credit

**Task completion** → Response to the prompts, organization and text type

**Delivery** → Pace, pronunciation, register

**Language use** → Vocabulary and grammatical structure

Rubrics-based holistic assessment of students' responses

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**III. Free Response: Story Narration**

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**AP Chinese Language & Culture**

Directions: You will be asked to provide a response to a specific person. You should write in 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.

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**AP<sup>®</sup> CHINESE LANGUAGE AND CULTURE  
2017 SCORING GUIDELINES**

**Presentational Writing: Story Narration**

	TASK COMPLETION	DELIVERY	LANGUAGE USE
<b>6 EXCELLENT</b> Demonstrates excellence in presentational writing	<ul style="list-style-type: none"> <li>Narration includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with stimulus</li> <li>Well organized and coherent, with a clear progression of ideas, use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Rich and appropriate vocabulary and idioms, with minimal errors</li> <li>Wide range of grammatical structures, with minimal errors</li> </ul>
<b>5 VERY GOOD</b> Suggests excellence in presentational writing	<ul style="list-style-type: none"> <li>Narration includes a beginning, middle, and end that tell a logical and complete story consistent with stimulus</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of register appropriate to situation except for occasional lapses</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate vocabulary and idioms, with sporadic errors</li> <li>Variety of grammatical structures, with sporadic errors</li> </ul>
<b>4 GOOD</b> Demonstrates competence in presentational writing	<ul style="list-style-type: none"> <li>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</li> <li>Generally organized and coherent; use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected</li> </ul>	<ul style="list-style-type: none"> <li>May include several lapses in otherwise consistent use of register appropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriate vocabulary and idioms, with errors that do not generally obscure meaning</li> <li>Mostly appropriate grammatical structures, with errors that do not generally obscure meaning</li> </ul>

<b>3</b> <b>ADEQUATE</b> Suggests competence in presentational writing	<ul style="list-style-type: none"> <li>Narration tells a basic story consistent with stimulus but may have inconsistencies in its logical progression from beginning to end</li> <li>Persons may lack organization or coherence; infrequent use of transitional elements and cohesive devices; disconnected sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use of register appropriate to situation is inconsistent or includes many errors</li> </ul>	<ul style="list-style-type: none"> <li>Limited appropriate vocabulary and idioms, with frequent errors that sometimes obscure meaning; intermittent interference from another language</li> <li>Mostly simple grammatical structures, with frequent errors that sometimes obscure meaning</li> </ul>
<b>2</b> <b>WEAK</b> Suggests lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Response characterized by description or listing, with little narration; may be inconsistent with stimulus</li> <li>Scattered information generally lacks organization and coherence; minimal or no use of transitional elements and cohesive devices; fragmented sentences</li> </ul>	<ul style="list-style-type: none"> <li>Frequent use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another language</li> <li>Limited grammatical structures, with frequent errors that obscure meaning</li> </ul>
<b>1</b> <b>VERY WEAK</b> Demonstrates lack of competence in presentational writing	<ul style="list-style-type: none"> <li>Response incomplete and difficult to follow; lacks narrative elements; may be inconsistent with stimulus</li> <li>Lacks organization and coherence; very disjointed sentences or isolated words</li> </ul>	<ul style="list-style-type: none"> <li>Constant use of register inappropriate to situation</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient, inappropriate vocabulary, with frequent errors that significantly obscure meaning; constant interference from another language</li> <li>Little or no control of grammatical structures, with frequent errors that significantly obscure meaning</li> </ul>
<b>0</b> <b>UNACCEPTABLE</b> Contains nothing that earns credit	<ul style="list-style-type: none"> <li>Completely irrelevant to the stimulus</li> <li>Not in Chinese characters</li> <li>Blank</li> </ul>		

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### III. Free Response: Story Narration


  
Sample A

**Sample: A**

今天是奶奶的六十岁生日，为了庆祝奶奶的六十大寿亲戚们决定大家久违的聚起来为奶奶开生日宴会。当我到达奶奶家的时候，宴会已经开始了，大家把自己准备的礼物送给奶奶，而且蛋糕也在桌上了，大家都为奶奶庆祝她的生日。在窗外看到这一幕，我这才想到忘记为奶奶买生日礼物了，心想自己两手空空地进去肯定会尴尬，慌忙地转身，想去买点什么回来给奶奶，这时，恰好看到了从不远处捧着一大束花走过来的舅舅，赶紧凑上去问舅舅分点儿花给我，这才敢开门进家，舅妈在门口迎接着我们，我跟舅舅各捧着一束花，为奶奶庆祝生日。

**Score: 6**

This response includes a thorough and detailed beginning, middle, and end that tell a logical and complete story consistent with the stimulus. With the effective use of transitional elements and cohesive devices such as 当...的时候, ...已经...了; 而且, 这才, 慌忙地转身, 这时, 恰好, and 赶紧, etc., the narration of the story is well organized and forms a well-connected paragraph length discourse. The response uses rich and appropriate vocabulary and idioms (e.g., 六十大寿, 到达, 宴会, 窗外看到这一幕, 尴尬), and a range of grammatical structures, with minimal errors such as 久违的聚起来, etc.



### III. Free Response: Story Narration

  
Sample B

**Sample: B**

张景：  
上周六我参加了我妈妈八十大寿的生日派对，好多亲戚都来了，妈妈她还邀请了好多朋友和邻居。当我到家的时候，家里已经来了十几个人，可热闹了！可是我正要敲门的时候，我突然发下我特意为妈妈准备的礼物忘带了。那可是我妈妈八十岁的生日阿！我没准备礼物怎么办。于是我决定开车去商场给妈妈再买一个寿桃。因为寿桃是给长辈过生日最好的祝福。可是我又不想迟到，不然妈妈会不高兴的。就在我往车走的路上，我碰上了我的大哥，他正捧着一大束玫瑰花。那是我妈妈最喜欢的花了。于是我请大哥分了我一半的花当我的礼物给妈妈。要是没有大哥我真的不知道该怎么办了。幸好妈妈得到了花很高兴。我

**Score: 4**

This response tells a complete story. The development of the story is consistent with the stimulus, but lacks elaboration in its treatment of some details provided by pictures #3 and #4. The narration of the story is generally organized and coherent, using transitional elements and cohesive devices such as 当...的时候, 已经, 可是, 刚要...的时候, 突然, 因为, 不然, 就在...走的路上, 正..., and 于是, etc. The response uses mostly appropriate vocabulary and grammatical structures, with errors (e.g., 请大哥分了我一半的花当我的礼物给妈妈) that do not generally obscure meaning.



### III. Free Response: Story Narration


  
Sample C

**Sample: C**

今天是生日的我的妹妹。我很喜欢我的妹妹，还是我很高兴看他。爱幼！我没有一个生日东西，我不高兴了。我的哥哥有生日东西，谢谢哥哥我可以给我的妹妹这个生日东西。我的妹妹最喜欢这个生日东西，他很高兴和我很高兴了。我的哥哥很好，我爱我的哥哥和我的妹妹。这个是生日的我的妹妹。  
再见。

**Score: 2**

This response is characterized by description and listing, with little narration. It is inconsistent with the stimulus. Consisting of scattered information, the response lacks organization and coherence, with no use of transitional elements and cohesive devices. The response uses minimal appropriate vocabulary and grammatical structures (e.g., repeated use of incorrect word order: 生日的我的妹妹), with numerous errors (e.g., 生日东西, 还是我很高兴看他) that obscure meaning.



### III. Free Response: Email Response

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Directions: You've specific person. Y person described.

Read this e-mail

发件人: 国华  
邮件主题: 欢迎新生

我和几个外国来的同学们想一个不用花很多钱的欢迎活动吧。另外，你觉得是开学前一、两天还是开学那一天办活动比较好？为什么呢？先谢啦！

Note: Students v traditional-chara

Read this e-mail from a friend and then type a response.



### III. Free Response: Email Response Sample A

#### Sample: A

发件人: 小爱  
邮件主题: 如何欢迎新生

我觉得一些欢迎外国新生的点子就是带他们去四周看看。你可以带他们去购物的地方, 比如说一些有人气的小街, 这样, 你们可以边聊天边看到一些有趣又有中国味的东西。你还可以带他们去吃美味的中国小吃, 比如说烧烤和麻辣烫。但是, 你带他们去吃中国小吃之前一定得先确认他们的胃好, 以及不会对食物过敏。我觉得开学一、两天前办活动比较好, 因为这样你们就会有一整天的时间可以玩和安排活动, 第二天他们也会有熟悉的人可以交流。祝你们玩的开心。

Sample: A  
Score: 6

This response addresses all aspects of the prompt with thoroughness and detail. It is well-organized and coherent with a clear progression of ideas that produce a well-connected paragraph-length discourse. It uses appropriate transitional elements and cohesive devices such as 比如说, 还可以, 但是, 以及, 因为这样, etc. It also uses rich and appropriate vocabulary (点子, 四周, 有人气的小街, 烧烤和麻辣烫, 确认, 安排活动) with one small error (玩的开心 in 祝你们玩的开心). It contains a wide range of grammatical structures (就是, 边聊天边看到, 有趣又有中国味, ...之前一定得先..., 比较, etc). In addition, this response uses register consistently appropriate to the situation.



### III. Free Response: Email Response Sample B

#### Sample: B

国华你好,  
我觉得你可以带他们去吃饭, 吃那种一道的中国菜, 这样就会省下很多的钱, 我还觉得你们应该开学前两天半活动, 因为这样不会耽误开学的重要的事情。

此致  
Sample: B  
Score: 4

This response addresses all aspects of the prompt but lacks detail or elaboration. It is generally organized and coherent and its register is appropriate to the situation. Its vocabulary and structures, such as 带他们去吃饭; 这样就会省下很多的钱; 耽误 are mostly appropriate, and errors, such as 那种一道的中国菜, 半活动 do not generally obscure meaning.



### III. Free Response: Email Response Sample C

#### Sample: C

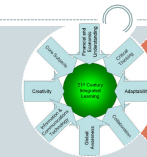
读你写的问题,我觉得最好的答案就是跟国外的学生去看电影,电影院没有很贵,你说没有很多钱,但还有几十块吧?

电影很好玩儿,然后外国的学生也可以学一些英文,电影院没有离学校很远,我觉得下课时,外国学生应该挺累的;去看电影不用力气,如果你怕学生不会喜欢你选的电影,你也可以问他们喜欢那种电影,让他们选。

祝你好,  
小明

Sample: C  
Score: 3

The response addresses the prompt topic (欢迎新生) directly but does not address the questions: 你觉得是开学前一、两天还是开学那一天办活动比较好? 为什么呢? Portions lack coherence, and it has limited appropriate vocabulary with errors (e.g., 电影院没有很贵) that sometimes obscure meaning.



### III. Free Response: Conversation

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### III. Free Response: Conversation

Directions: You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

You will have a conversation with Li Wenjing, the director of a study-abroad program in Beijing, China, about your application to participate in the program.



RESPONSE TIME  
00:00:20

#### Speaking Question 1 of 7

MA: 请你谈一谈你学中文的目的。

(TONE)  
(20 seconds)

#### Speaking Question 2 of 7

MA: 中国有很多留学项目,你为什么选择我们在北京的这个项目?

(TONE)  
(20 seconds)

#### Speaking Question 3 of 7

MA: 在中国的时候,除了在学校学习以外,你觉得还有什么方法可以帮助你提高中文水平?

(TONE)  
(20 seconds)

#### Speaking Question 4 of 7

MA: 你希望住在中国人家里,还是住在学生宿舍?为什么?

(TONE)  
(20 seconds)

#### Speaking Question 5 of 7

MA: 请你谈一谈,到了中国以后,你可能在哪些方面最难适应?为什么?

(TONE)  
(20 seconds)

#### Speaking Question 6 of 7

MA: 为了多了解中国的文化,学校放假的时候你会去什么地方或者做什么事情?为什么?

(TONE)  
(20 seconds)



**III. Free Response: Cultural Presentation**

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AP Chinese Language & Culture - Speaking

CollegeBoard Question 7 of 7

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.

Choose ONE traditional Chinese **non-food-related** celebratory activity (lion dancing, setting off firecrackers, giving red envelopes, etc.) in your presentation, describe this activity and explain its significance.

Preparation Time: 240 Seconds  
Response Time: 120 Seconds

**PREPARATION TIME**  
00:04:00

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**Overall Common Errors on AP Chinese Exam**

What are the common errors?

- Not reading directions or prompt thoroughly
- Typos
- Does not answer questions

How can I help my students in my AP classroom?

- Practice following directions
- Practice typing Chinese
- Practice use of cohesive devices
- Practice, practice, practice!

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**What Readers Wanted to Tell Teachers**

Based on your experience of student responses at the AP Reading, what message would you like to send to teachers that might help them to improve the performance of their students on the exam?

- Emphasize the importance of completing the task.
- Let students practice the task and peer-assess their responses.
- Provide opportunities to increase cultural knowledge by integrating it into daily lessons.
- Teach transitional words and how to organize thoughts.
- Work on precise and accurate pronunciation.
- Help students learn to read/listen to the prompt carefully, understand it thoroughly, and respond to it directly.
- Assign tasks, such as presentations or short essays that require students to express themselves.
- Demonstrate how to describe something with elaboration and how to explain its significance.

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**谢谢大家!**  
Thank you!

Contact: Baocai Jia [bjia@yahoo.com](mailto:bjia@yahoo.com)

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**Scoring Worksheet**  
2016 AP Chinese Language & Culture

**Section I: Multiple-Choice**

Number Correct (out of 15) × 0.8000 = \_\_\_\_\_  
Interpersonal Listening Subtotal (Do not round)

Number Correct (out of 18) × 1.0000 = \_\_\_\_\_  
Interpretive Listening Subtotal (Do not round)

Number Correct (out of 37) × 0.8108 = \_\_\_\_\_  
Interpretive Reading Subtotal (Do not round)

Interpersonal/Interpretive Listening Subtotal + Interpretive Reading Subtotal = \_\_\_\_\_  
Weighted Section 1 Score (Do not round)

**Section II: Free-Response**

Story Narration \_\_\_\_\_ × 3.0000 = \_\_\_\_\_  
(out of 6) (Do not round)

E-mail Response \_\_\_\_\_ × 2.0000 = \_\_\_\_\_  
(out of 6) (Do not round)

Conversation Questions \_\_\_\_\_ × 0.3333 = \_\_\_\_\_  
(Questions 3-9) (out of 36) (Do not round)

Cultural Presentation \_\_\_\_\_ × 3.0000 = \_\_\_\_\_  
(out of 6) (Do not round)

Sum = \_\_\_\_\_  
Weighted Section II Score  
(Do not round)

**Composite Score:**

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
Weighted Section I Weighted Section II Composite Score  
Score Score (Round to nearest  
whole number)

AP Grade Conversion Chart  
Chinese Language & Culture

Composite Score Range	AP Grade
90-120	5
80-89	4
56-79	3
47-55	2
0-46	1