

AP[®] GERMAN LANGUAGE AND CULTURE EXAM

2014 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, Italian, and Spanish Language and Culture Exams

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the conversation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
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4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the conversation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
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3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the conversation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
 - Provides some required information (e.g., responses to questions, statement and support of opinion)
 - Partially understandable, with errors that force interpretation and cause confusion for the listener
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Use of register is generally inappropriate for the conversation
 - Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
 - Clarification or self-correction (if present) usually does not improve comprehensibility
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1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
 - Provides little required information (e.g., responses to questions, statement and support of opinion)
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax and usage
 - Minimal or no attention to register
 - Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
 - Clarification or self-correction (if present) does not improve comprehensibility
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0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts
 - “I don’t know,” “I don’t understand” or equivalent in any language
 - Not in the language of the exam
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- (hyphen): **BLANK (no response although recording equipment is functioning)**

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Task 3: Conversation

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 samples have been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having students respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterance.

The course theme for the conversation task was *Familie und Gemeinschaft*. In this task, the interlocutor (Sabine) opens the conversation by asking the student to return the iPad that she had lent to him or her. The student is supposed to apologize and tell her why he or she can't return it yet. In the second turn, Sabine explains why she needs the iPad back right away. The student is directed to show sympathy for Sabine's predicament and suggest a solution. In the next turn, Sabine accepts the solution but suggests that the student might want to do something especially nice for her to make up for not returning the iPad on time, and asks what that nice gesture might be. After the student responds, Sabine shifts the topic of conversation by recalling that the student wanted to use the iPad for a presentation then asking what the student thinks of giving a presentation in front of a class. After the student gives his or her opinion on that question, Sabine closes her part of the conversation by wondering whether the student would like to receive an iPad or perhaps something else as a gift for his or her upcoming birthday. The student is supposed to answer and then say good-bye.

Sample: 3A
Score: 5

Transcript of Student's Response

(WA) *Guten Tag, Sabine. Es tut mir so leid, dass ich dein iPad nicht zurückgeben habe. Ich ahh habe viele Konzerte diese Monat und diese Woche und ich kann ah du dein iPad nicht geben, weil ich habe kein Zeit.*

Ach, Mensch, warum hast du uhm solange warten um das E-Book zu lesen? Uhm du könntest ein uhm Papierbuch für Englisch nehmen und dann könntest du die einhundert Seite für morgen lesen.

Ah ich könnte zu ahm Bibliothek gehen und die Papierbuch für dich ahm .. geben. Ahm dann ah denn die iPad ist zu Hause und ..

Ahh Ach Mensch ich spreche nicht gern vor viele Leute, aber ich liebe Deutsch und ahm es wird ahm leichter, wenn ich den iPod, iPad habe haben, denn ich kann ..

Ja ahm für Geburtstagsgeschenk wird iPad sehr uhm schön aber ich habe für eine neue Violine oder Viola uhm fragen. Viel Dank for leihen ..

Commentary

This conversation maintains the exchange with a series of responses that are clearly appropriate within the context of the task. All required information is provided and the response also shows frequent elaboration. The responses are fully understandable with occasional errors that do not impede

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Task 3: Conversation (continued)

comprehensibility (“*warum hast du uhm solange warten um das E-Buch zu lesen? Uhm Du könntest ein uhm Papierbuch für Englisch nehmen*”). There are varied and appropriate vocabulary resources with mostly accurate structures (“*Ach Mensch ich spreche nicht gern vor viele Leute, aber ich liebe Deutsch und ahm es wird ahm leichter, wenn ich den iPod, iPad habe haben*”). This performance is strong.

Sample: 3B

Score: 3

Transcript of Student's Response

(MA) *Oh, tut mir leid. Ah Ich bin ah das ist mein schlecht. Ahm Ich will ich woll ah dein Ipad ah geben ah die nächste Zeit ah ich ah ich habe du gesehen.*

Tut mir leid. Es ist ah so schlecht. Ich ah ich will ah bringen ah ich woll bringen Sie ah dein iPad ahm heute ahm. Tut mir leid. ah Ich soll nicht ah das nehmen für zu viel Zeit.

Ich kann bringen ah das für dich ahm vielleicht ah dieses Nacht. Ahm ich ich weiß du brauchst das zu lesen für ah Englisch und ahm ah ich woll bringen Sie das.

Ich denke, das iPad ist great ist gut für diese ahm Präsentation in Deutschklasse. Ahm das helfen ah mir so viel ahm ah wenn ich bin in Klasse und ahm machen ein Präsentation.

Ah das woll sehr cool sein. Ich hoffe, ich ah ich ah ein iPad geben ahm zu mir. Ahm das woll sehr cool sein, ich mag das sehr viel. Ahm sehr gut. Ah well tschüs.

Commentary

This conversation partially maintains the exchange with responses that are somewhat appropriate within the context of the task. The speaker provides required information, but the responses are only generally understandable with errors that may impede comprehensibility (“*Ich hoffe, ich ah ich ah ein iPad geben ahm zu mir. Ahm das woll sehr cool sein, ich mag das sehr viel. Ahm sehr gut*”). The response shows appropriate but basic vocabulary and some control of grammar, syntax, and usage (“*Ich kann bringen ah das für dich ahm vielleicht ah dieses Nacht*”). This performance is fair.

Sample: 3C

Score: 2

Transcript of Student's Response

(MA) *Oh ja, aber warum ist die iPad aah so wichti-, wichtig? Es ist teuer?*

Die iPad ist aah ist wahrscheinlich aah in, in deine Hause. Kah kannst dich mir helfen dir?

I, ich könnte dir helfen.

Ich ich finde, dass aah du sollst die iPad eeh gefindet.

Ja, danke. Du sollst eeh die iPad für mein Geburtstag gegeben.

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Task 3: Conversation (continued)

Commentary

This conversation partially maintains the exchange with minimally appropriate responses. It provides some of the required information and is only partially understandable with errors that force interpretation and cause confusion for the listener (*"kannst dich mir helfen dir?"*). There are limited vocabulary resources throughout this task (*"kannst"; "sollst"; "dich"; "dir"; "gefunden"; "wichtig"; "teuer"; "Hause"*). This performance is weak.