

# AP<sup>®</sup> GERMAN LANGUAGE AND CULTURE EXAM 2016 SCORING GUIDELINES

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

### Interpersonal Speaking: Conversation

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#### **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 that 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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## 2016 SCORING COMMENTARY

### Task 3: Conversation

Note: Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in commentaries, a three dot ellipsis indicates that the sample has 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. The conversation proceeded and included 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 and the simulated interlocutor's utterance.

In this exam, within the theme of Contemporary Life (*Alltag*), the interlocutor (Gabi) opens the conversation by asking the student how they are and whether they have time to talk with Gabi about a question that she has. The student responds by greeting Gabi and asking for more details about her question. In the second turn Gabi tells the student that she is thinking about applying to participate in an international exchange program and asks the student's opinion about such programs (*Was meinst du? Was hältst du von solchen Austauschprogrammen?*) The student offers an opinion and gives a reason for it. In the third turn Gabi explains a problem that she has: her parents think she is too young to go abroad as an exchange student. She then asks the student what arguments she could use to convince her parents to let her go. The student responds by suggesting a few possible arguments that Gabi could offer her parents. Gabi thanks the student and asks whether the student thinks a year abroad would be too long a time to be away. The student answers the question and offers a rationale for the response. In the final turn Gabi shifts the topic of the conversation to the student's plans for the evening and whether they would like to go for ice cream — Gabi's treat. The student concludes the conversation with a response to the invitation.

#### Sample: 3A

Score: 5

#### Transcript of Student Response

*(WA) Ja, ich bin gut. Ich bin ein bisschen müde, weil ich habe sehr früh aufstehen. Aber es ist kein großer Dinge. Ich habe Koffee getrunken und ja, jetzt ich habe ein bisschen Zeit. Ich muss später zu Arbeit gehen aber nicht jetzt. Ich denke, du sollst es zu mir fragen, weil ich bin [tone]*

*Ich denke, es ist eine gute Idee, weil du kannst viele lernen über eine andere Kultur, aber weißt du die Sprache für wo sie will gehen? Ich weiß keine andere Frag', and, andere Sprache aber vielleicht du kannst lernen, ah diese Sommer. Es gibt Zeit für dich. Wir können die Sprache [tone]*

*Du musst dein du musst sein Vertreuen benu, bedienen, weil es ist vielleicht, du bist ein bisschen jung aber es ist, du bist nicht zu jung. Du sollst, ah, vielleicht Geld dienen und dann sie, sie sagen es ist ok. Es meint, es, vielleicht ist eine bisschen gefährlich [tone]*

*Nein, ich denke nicht. Du hast viele Technik und du kannst ein Internationaltelefonplan haben, und dann du kannst mit deinen Eltern telefonieren, aber du kannst auch mit Skype benutzen und sprech mit sie dieser Weg. Oder du kannst ein E-Mail schicken. Es ist nicht zu lang [tone]*

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## Task 3: Conversation (continued)

*Nein, ich habe nicht so viel Zeit. Ich muss arbeit und ich habe auch viele Hausaufgabe. Ich habe eine paar Prüfungen nächste Woche und das ist, ah, viele, viele zu machen für diese Prüfungen. Ich muss studieren. Ich habe Wissenschaft und ich habe auch europäische Geschichte und ein paar andere aber [tone]*

### Commentary

This response is a strong performance in interpersonal speaking, maintaining the exchange with a series of responses that are clearly appropriate within the context of the task. The student responds to all of the interlocutor's questions and provides frequent elaborations, for example, *du kannst mit deinen Eltern telefonieren aber du kannst auch mit Skype benutzen*. The response is fully understandable, with ease and clarity of expression. Although errors are present in the response, they do not impede comprehensibility. This response received a score of 5.

### Sample: 3B

#### Score: 3

### Transcript of Student Response

*(MA) Tag, Gabi, es ist gut, dich zu sehen. Also, ich habe, ich habe Zeit. Was ist los? [tone]*

*Also, ich weiß nicht so viel über Austauschprogramme. Uh, ich denke, dass es ist eine sehr gute Dinge. Vielleicht du könntest mehr zu mir erzählen über das. [tone]*

*Ja, ich weiß, aber ich denke, dass .. deine Eltern .. du .. werden lassen gehen, weil es ist eine sehr gute, uh, .. sehr gute für dich. [tone]*

*Eine Jahr ist lang, aber ich denke, dass es ist die beste für jede Person für eine Jahre in dem Ausland zu leben. Uh, du lernst sehr viel. [tone]*

*Ja, das hört sehr gut auf, aber ich habe sehr viele Hausaufgaben und ich habe eine sehr große Test morgen. Uh vielleicht eine andere Zeit. Tschüss, Gabi. [tone]*

### Commentary

This is a fair performance in interpersonal speaking. The student successfully maintains the exchange with responses that are somewhat appropriate within the context of the task. While the responses provide most of the required information, they contain little elaboration. In most of the turns, the responses are comprehensible, but occasionally errors do impede comprehensibility, as illustrated in the following example: *Ja, ich weiß, aber ich denke, dass .. deine Eltern .. du .. werden lassen gehen, weil es ist eine sehr gute, uh, .. sehr gute für dich*. Here the listener is forced to fill in the missing content. There is some control of grammar and syntax, but the vocabulary and idiomatic usage remain on the basic level. This response received a score of 3.

### Sample: 3C

#### Score: 2

### Transcript of Student Response

*(WA) Hallo Gabi! Ja, uhm, uh, fangen das, uh mehr. Ich, uh, ich, ich liebe zu hören. [tone]*

*.. Uhm .. ich denke, dass uh, du uh .. ich denke, da, dass du, uh, es ist, es ist, uh, es ist schade, uhm .. meine es ist, es ist gut. [tone]*

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2016 SCORING COMMENTARY**

**Task 3: Conversation (continued)**

*Uh, ich denke du, du sollst, uh sprechen, uhm, uhm, über da, über das, uh, das Hobbys, uhm, wenn, wenn das, uh, das sie lie, lieben zu, zu machen, uhm und, uh .. und .. uhm [tone]*

*Nein, das ist nicht zu lang uhm .. uhm .. uh das, das ist, das ist, das ist fein, das ist schön uhm. [tone]*

*Ja, da, das Eis uh, sounds gut. Uhm, uh, ich can, uh, after school zu, zu treffen. Uhm, aber, uh ich habe Biologie uhm, right now, uhm so, uh Tschüss. [tone]*

**Commentary**

This response exemplifies a weak performance in interpersonal speaking. The response only partially maintains the exchange and often is only minimally appropriate within the context of the task. The third turn of the conversation does not address exchange programs, but rather mentions hobbies as a topic. Other responses pick up material from the prompts and use it more or less appropriately (*Nein, das ist nicht zu lang; Ja, da, das Eis uh, sounds gut*). The response is characterized by limited vocabulary with occasional slips into English (*ich can, uh, after school zu, zu treffen*), as well as limited control of grammar and syntax (*wenn das, uh das sie lie, lieben zu, zu machen*). Errors often force interpretation and cause confusion on the part of the listener. Pronunciation and pacing make the response difficult to comprehend. This response received a score of 2.