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# AP French Language and Culture

## Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> FRENCH LANGUAGE AND CULTURE 2018 SCORING GUIDELINES

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

### Interpersonal Speaking: Conversation (Task 3)

#### **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.

#### **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 most 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.

#### **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 most 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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## Identical to Scoring Guidelines used for German, Italian, and Spanish Language and Culture Exams

### Interpersonal Speaking: Conversation (Task 3) (continued)

#### **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.

#### **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.

#### **0: UNACCEPTABLE performance in Interpersonal Speaking**

- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in English
- Clearly responds to the prompts in English

#### **NR (No Response): BLANK (no response although recording equipment is functioning)**

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## 2018 SCORING COMMENTARY

### Task 3: Conversation

**Note:** Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of student speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate the student paused while speaking.

#### Overview

This task assessed speaking in the interpersonal communicative mode by having the student 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 Global Challenges. In the task the student had a conversation with Sébastien, a classmate, who was part of a student committee to promote good lifestyle habits among his high school classmates. The student needed to respond to the following five audio prompts:

1. Sébastien greets the student and explains that he has a composition due the following day but that he has not yet begun working on it. He asks the student whether the student has also a lot to do. The student needed to respond by providing details.
2. Sébastien reacts then asks what the student does to manage stress, explaining that for him yoga helps. The student needed to respond by providing details.
3. Sébastien reacts, then explains to the student that a committee, of which he is part, wants to promote good lifestyle habits among his high school classmates. The committee members are preparing a presentation for classmates in which he will provide them advice. He asks the student what the student might propose. The student needed to respond and give an explanation.
4. Sébastien reacts and invites the student to work with the committee of which he is part. As its members intend to meet the following week and Sébastien would like the student to join them, he asks whether the student has a preferred meeting day. The student needed to respond and explain the response.
5. Sébastien reacts and asks the student how the student might be reached. The student needed to respond and end the conversation.

#### Sample: 3A

Score: 5

#### Transcription of Student Response

*Oui, j'ai beaucoup de choses à faire mais, ah, je peux vous aider avec quelque chose si vous en besoin, ah, vous en avez besoin, si tu en avez besoin, ah, j'ai, j'ai des devoirs à faire et, ah, je dois travailler un peu plus tard et, ah, il y a un projet pour l'école que je dois faire, mais ah*

*Pour combattre le stress, ah, je, je fais aussi le yoga mais, ah, je pense que que qu'écrire, euh, j'écris, euhm, quand je suis stressée, j'écris mes sentiments et, ah, ce que je je pense et ce que je sens et ça me fait, ça me fait bien et, ah, c'est bon.*

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## 2018 SCORING COMMENTARY

### Task 3: Conversation (continued)

*Je proposerais, ah, qu'on fait la présent-, qu'on fait la présentation, ah, devant l'école, ah, je pense que les étudiants, ah, bénéficient, euh, de, d'entendre ce qu'on, ah, ce qu'on, ce qu'on suggère, ah, pour combattre le stress, ah, c'est*

*Bon, je, je travaille, ah, le loundi, le mercredi et le loun-, le vendredi, je pense, ah, donc le mardi, ça sera, ah, c'était bon, ça sera bon, ah, le mardi peut-être à deux airs, à deux airs de l'après-midi.*

*Oui, ah, tu peux me contacter, par, ah, portable, ah, tu peux, mon numéro c'est ici, je peux le, je peux te le donner, ah, c'est bon si vous me contactez, si tu me contactes comme ça, ah, d'accord, ok, bonne chance avec*

#### Commentary

This is an example of a STRONG performance in Interpersonal Speaking. It maintains the exchange with a series of responses that is clearly appropriate within the context of the task (“*beaucoup de choses à faire*”; “*je peux vous aider avec quelque chose*”; “*j'écris mes sentiments*”; “*deux airs de l'après-midi*”). The response provides required information (responses to questions, statement, and support of opinion) with frequent elaboration (“*je dois travailler un peu plus tard*”; “*il y a un projet pour l'école que je dois faire*”; “*ce qu'on suggère*”; “*je travaille, ah, le loundi, le mercredi et le loun-, le vendredi*”). The response is fully understandable, with ease and clarity of expression, and occasional errors do not impede comprehensibility (“*qu'on fait la présentation, ah, devant l'école*”; “*les étudiants, ah, bénéficient*”; “*mon numéro c'est ici*”). Vocabulary is varied and appropriate (“*j'écris mes sentiments*”; “*de l'après-midi*”; “*portable*”). There is accuracy and variety in grammar, syntax, and usage with few errors (“*je pense que que qu'écrire*”; “*d'entendre ce qu'on, ah, ce qu'on, ce qu'on suggère*”; “*je peux te le donner*”; “*si tu me contactes*”). There is mostly consistent use of register appropriate for the conversation (“*si vous en besoin, ah, vous en avez besoin, si tu*”). Pronunciation, intonation, and pacing make the response comprehensible, and errors do not impede comprehensibility (“*à deux airs, à deux airs de l'après-midi*”). Self-correction improves comprehensibility (“*la présent-, qu'on fait la présentation*”; “*je peux le, je peux te le donner*”; “*si vous me contactez, si tu me contactes*”). The response received a score of 5.

#### Sample: 3B

**Score: 3**

#### Transcription of Student Response

*Euh, salut, Sébastien, mon cher ami, euh, je vais très bien, mais qu-, euh, quel quel topic est ton dissertashion? Et c'est très intéressant, euh, parce que j'adore l'école et tu es un très bon étudia-, étudiant, . . et moi, je*

*Eh oui, s-, euh, pour combattre, pour combattrez la stress, et j'adore jouer le foot avec mes amis et j'adore mes amis et san'amis, et, je serais très s-, euh, très très stress, mais parce que mes amis, je n'ai pas stress.*

*Ah, oui. La présentashion, et, je suis un expert de présentashion. Et moi, pour réussir mes présentashions, eh, j'adore, eh, mettre les, eh, les les clothing très fashionable et manger les nourritures très très santé parce que je*

*Et si, si j'étais toi, je, je dois ma, je dois faire ma présentashion, euh, dans lundi parce que j'adore, euh, après la week-end, j'ai beaucoup d'énergie et lun-, et le lundi, c'est très fantastique, ah, parce que c'est*

*Ah, oui, pour me contacter, tu peux me, euh, téléphoner et tu, tu sais mon nombre, ce ce n'est pas un problème et merci pour la conversas-, la conversation, Sébastienne, et avoir un très bon week-end.*

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## 2018 SCORING COMMENTARY

### Task 3: Conversation (continued)

#### Commentary

This is an example of a FAIR performance in Interpersonal Speaking. It maintains the exchange with a series of responses that is somewhat appropriate within the context of the task (“j’adore jouer le foot avec mes amis”; “je dois faire ma présentashion, euh, dans lundi”). The response provides most required information (responses to questions, statement, and support of opinion): (“je vais très bien”; “je n’ai pas stress”; “tu peux me, euh, téléphoner”). The response is generally understandable, with errors that may impede comprehensibility (“j’adore jouer le foot”; “je serais très s-, euh, très très stress”; “tu sais mon nombre”). The vocabulary is appropriate but basic (“intéressant”; “l’école”; “jouer”; “lundi”; “téléphoner”; “un très bon week-end”). The student has some control of grammar, syntax, and usage (“j’adore jouer”; “je dois faire”; “j’ai beaucoup d’énergie”; “tu peux me, euh, téléphoner”). The use of register is appropriate for the conversation. Pronunciation, pacing, and intonation make the response generally comprehensible, but errors occasionally impede comprehensibility (“san’amis”; “présentashion”; “beaucoup”). The response received a score of 3.

#### Sample Identifier: 3C

Score: 1

#### Transcription of Student Response

Oui et salut, salut, j’euuh, salut, euh, salut, je, je, bien aussi, euuh, je bien, je, ça va, ça, salut, ça va, je, . . je fais bien et tu?

Euuh, oui, euuh, je je fais bien, euh, je je fais, euh, je, je fais, euh, je f-, je fais, ah.

Je propose qui, euh, . . travaille, . . je propose qui, euuh, . . avez, je, euuh.

Oh, . . je, je pense que le jou, euuh, et, . . ah, je, je p-

Oui, tu peux contacter moi, si tout vous, euuh, oui, tu peux contacter moi, si tout vous, euh, . . euh.

#### Commentary

This is an example of a POOR performance in Interpersonal Speaking. It unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task (“Euuh, oui, euuh, je - je fais bien, euh, je je fais, euh, je, je fais, euh, je f-, je fais, ah.”). The response provides little required information (responses to questions, statement, and support of opinion): (“Je propose qui, euh, . . travaille, . . je propose qui, euuh, . . avez, je, euuh.”). The response is barely understandable, with significant errors that impede comprehensibility (“je fais bien”; “Je propose qui, euh, . . travaille”; “tu peux contacter moi”; “si tout vous”). The response demonstrates very few vocabulary resources (“salut”; “bien”; “ça va”; “travaille”) with little or no control of grammar (“je, bien aussi”; “je fais bien et tu?”; “je propose qui, euuh, . . avez”; “tu peux contacter moi”). The student’s pronunciation, intonation, and pacing make the response difficult to comprehend and the errors impede comprehensibility (“si tout vous”). The response received a score of 1.