

AP[®] GERMAN LANGUAGE AND CULTURE

2013 SCORING GUIDELINES

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
-

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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Interpersonal Speaking: Conversation (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
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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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2013 SCORING COMMENTARY

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.

In this exam, within the theme of Personal and Public Identities (*Persönliche und Öffentliche Identität*), the interlocutor (Daniel) greeted the student and asked, "What's new?" (*Gibt's was Neues bei dir?*) The student was supposed to respond and then ask a similar question. The interlocutor described a problem (his father wanted to be his Facebook friend) and asked for the student's opinion. In the third turn, the interlocutor responded by stating his own opinion, and then asked another question, *Warum will mein Vater auf meine Facebook-Seite* (Why does my father want to have access to my Facebook page?). After the student responded, Daniel expressed a concern and asked for advice. The student offered advice and, in his final turn, Daniel asked another question. The conversation concluded with the student's response.

Sample: 3A Score: 5

Transcript of Student's Response

(MA) *Sss Nicht sehr viel Neues. Ich habe jetzt meine Prüfungen und sie sind sehr schwierig. Aber ausserdem ist alles fast dasselbe wie früher. Uhm.. Gibt es etwas Neues mit dir? Ich hoffe, dass alles noch bei dir gut ist.*

Ich finde das ein bisschen nicht gut, obwohl ich bin an Facebook ein Freund mit mein Friends Vater. Also es ist nicht immer so sehr schlecht. Aber es ahm ooh es ist wichtig ob dein Vater

Vielleicht ist n er einfach neugierig. Ah wie wie was du mit deinem Leben tust. Ah ich ich bin mit meine Mutter an Facebook Freund. Aber nicht mit mein Vater, weil ich weiss, dass er alles anschauen wür würde. Aber meine Mutter guckt das nicht alles an.

Vielleicht kannst du nn sagen, dass du ein bisschen .. dass es dein Platz ist und du brauchst privatät. Und es ist ein bisschen nicht normal, dass er sein, dass er dein Freund an Facebook ist. Und dass .. einfach ist

Ja, ich habe das gehört. Das ist nicht gut. Sehr..sehr schlecht. Ahh Vielleicht müssen wir un an einfach unsere Handys benutzen, weil sie Facebook da kriegen können. Aber wir können es nicht in dem Computer oder mit dem Schulen Internet benutzen.

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Task 3: Conversation (continued)

Commentary

This conversation maintains the exchange with responses that are clearly appropriate within the context of the task and with frequent elaboration; occasional errors do not impede comprehensibility. The variety and accuracy of grammar and vocabulary make the responses fully understandable and the student speaks with ease of expression and uses idiomatic language (“*Aber meine Mutter guckt das nicht alles an*”). The register is appropriate for the conversation and self-correction improves comprehensibility (“*dass er sein, dass er dein Freund an Facebook ist*”).

Sample: 3B

Score: 3

Transcript of Student's Response

(WA) *Nein, es gibt nichts über mir. Was über dich?*

Ich finde das toll. Familie ist echt sehr wichtig.

Ich meine, dass er nur .. näher mit .. dir sein möchte.

Ich glaube, dass du .. ehrlich .. sein sollst. Du sollst sagen, dass du liebst er, aber .. Facebook ist für Freunde.

Wir werden mehr lernen.

Commentary

This response maintains the exchange and provides required information using appropriate but basic vocabulary, including a few idiomatic expressions (“*echt sehr wichtig*”). The exchanges are short and there is no elaboration. Pronunciation, intonation, and pacing make the responses generally comprehensible and there is general control of grammar, but the brevity of the responses keeps this exchange in the fair range.

Sample: 3C

Score: 2

Transcript of Student's Response

(MA) *Hallo! Nein, nichts ist Neues. Ich just .. ich bin .. wandern über die Stadt. Was hast du gern?*
[tone]

Och, das ist schade, du sollst er nicht an seine friend Freundliste. Du sollst er sprichen sprechen Du sollst sprech sprechen mit ihn. [tone]

Seine Vater solls .. ehh .. seine Vater möchte seine .. seine Leben zu kennen er musst in seine Leben sind. Er möchte . . . [tone]

Du musst sagen, dass sein Vater sollst nicht an seine Freund Seite an seine Facebook Seite und unsere Freunde might soll post inappropriate Ding. [tone]

Wir muss an andere Seite ummm aahhh vielleicht Twitter oder surfen die Internet? [tone]

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Task 3: Conversation (continued)

Commentary

This conversation partially maintains the exchange with responses that are minimally appropriate within the context of the task. The exchange is partially understandable, but errors force interpretation and cause confusion for the listener. The considerable strain in pacing, combined with poor pronunciation, makes the response difficult to comprehend at times. Limited vocabulary resources are demonstrated when the student breaks into English. The control of grammar and syntax is limited as well.