

AP[®] FRENCH LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

Identical to Scoring Guidelines used for German, 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
-

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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2015 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 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 5 turns in the conversation. The series of 5 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 "*la famille et la communauté*." In this task, the student is required to have a conversation with Salim, a classmate, about the celebration of "Francophone Week" at the students' school. Salim asks the student for ideas and suggestions. The student needed to respond to the following five audio prompts:

1. Salim explains that his teacher has asked students to organize an international day at the school, with a meal and a few activities. Salim is thinking of having a Moroccan meal and asks the student if he/she is interested in collaborating with him. The student had to accept and explain why.
2. Salim would like to have a traditional meal and suggests a *méchoui*, an entire sheep roasted on a barbecue. He asks the student what he/she thinks about it. The student had to explain why it is not a good idea.
3. Salim understands and suggests a simpler dish, a *tagine*, a mixture of meats and vegetables in a sauce. Then he asks the student for ideas concerning possible activities to celebrate the "Francophone Week." The student had to offer some suggestions.
4. Salim then says that he will discuss those suggestions with the teacher. He adds that he must meet with the student to plan everything and asks him/her when he/she can do so. The student had to respond by offering times to meet.
5. Salim thinks that everyone will enjoy the day and thanks the student for his/her help and says goodbye. The student had to express his/her enthusiasm and end the conversation in an appropriate manner.

Sample: 3A

Score: 4

Transcript of Student's Response

Bien sûr, j'aime bien, euh, la cuisine marocain et je n'ai jamais, euhm, je ne suis jamais allée à au Maroc. Mais, euhm, je voudrais, euh, recherche, euhm, la cuisine et la culture et, euhm, je voudrais, euhm, t'aider à, bien sûr, je suis, euh, enthousiaste.

Euh, je pense que c'est pas une bonne idée. Je pense que, euhm, peut-être pas les autres personnes va, euhm, vont aimer ça, euhm, je pense, euhm, on peut faire, euh, quelque chose d'autre, euhm, parce que on doit penser aux autres, pas juste à. Moi, je je l'année dère mais, mais.

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Task 3: Conversation (continued)

Je pense qu'on peut avoir, euhm, des activités différents qui représentent des cultures différents, par exemple, on peut avoir, euhm, des activités, euhm, marocains bien sûr, mais aussi peut-être des activités, euhm, euh, de la Suisse et, euh, des activités de la France et, euhm, des activités.

Euh, je ne suis pas libre après à l'école les, euhm, mardis et jeudis mais tous les autres jours, je pense que pas vendredi parce que beaucoup de personnes, euhm, a des des choses à faire avec des amis et et comme ça, mais peut-être après l'école, euhm, mercredi de de cette semaine, euhm.

Oui, bien sûr, je suis enthousiaste d'aider et et de participer dans dans cette journée et je pense que ça va être, euhm, très génial, euhm, alors, à bientôt, mon ami.

Commentary

This response demonstrates a good performance that maintains the exchange with a series of responses that are generally appropriate within the context of the task (“*Bien sûr, j'aime bien*”; “*je pense que c'est pas une bonne idée*”; “*par exemple*”). The response provides the required information and supplies some elaboration (“*je voudrais, euhm, t'aider à; bien sûr, euh, je suis enthousiaste*”; “*aussi peut-être des activités, euhm, euh, de la Suisse et, euh, des activités de la France*”; “*peut-être après l'école, euhm, mercredi de de cette semaine, euhm*”). The response is fully understandable, with some errors that do not impede comprehensibility (“*la cuisine marocain*”; “*je pense que, euhm, peut-être pas*”; “*des activités différents*”; “*des cultures différents*”; “*des activités, euhm, marocains*”; “*beaucoup de personnes, euhm, a*”; “*je suis enthousiaste d'aider et et de participer dans dans cette journée*”). The response contains varied and generally appropriate vocabulary and idiomatic language (“*enthousiaste*”; “*quelque chose d'autre*”; “*des choses à faire*”). A general control of grammar, syntax, and usage characterizes the response (“*je ne suis jamais allée à au Maroc*”; “*je voudrais, euhm, t'aider à*”; “*on doit penser aux autres*”; “*tous les autres jours*”). The response demonstrates a generally consistent use of register appropriate for the conversation (“*je voudrais, euhm, t'aider*”; “*ça va être, euhm, très génial, euhm, alors, à bientôt, mon ami*”). Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility (“*je voudrais, euh, recherche*”; “*l'année dère mais*”). Self-correction improves comprehensibility (“*je n'ai jamais, euhm, je ne suis jamais allée à au Maroc*”; “*les autres personnes va, euh, vont*”). This response received a score of 4.

Sample: 3B

Score: 3

Transcript of Student's Response

Ah, salut, Salim, ça va? Euh, c'est mon plaisir de t'aider, ah, allez, ah, ex expliquez-moi, qu'est-ce que tu besoin? J'ai trop hâte pour t'aider. Ah.

Ah, je ne sais pas. C'est c'est pas une, euh, c'est pas une idée fa fantastique, euh, euh, euh, je suggère qu'on fait.

Ah, oui, c'est, euh, une bonne idée, c'est beaucoup, euh, pluss meilleur, euh, c'est, euh, plus facile, ça, et euh, après je pense qu'on peut juste, euh, jouer des jeux dan une groupe et, euh, parler français avec, euh.

Euh, je suis libre ce week-end, euh, euh, je ch'suis, euh, je suis pas libre pendant le semaine parce que les sports mais, euh, j'ai, j'ai un entraînement, euh, chaque sem, euh, chaque jour pendant la semaine, mais oui, le week-end je suis complètement libre.

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Task 3: Conversation (continued)

Ah, oui, euh, merci, euh, beaucoup der, euh, me contacter, euh, je suis trop hâte pour, euh, la journée internationale, ah, je pense qu'une, c'est une bonne idée, ah, je suis trop hâte pour travailler avec toi, euh, alors, bonjour.

Commentary

This response demonstrates a fair performance that maintains the exchange with a series of responses that are somewhat appropriate within the context of the task (“salut, Salim, ça va?”; “je suggère qu'on”; “oui, c'est, euh, une bonne idée”). The response provides required information (“c'est mon plaisir”; “t'aider”; “c'est pas une idée fa fantastique”; “je pense qu'on peut juste, euh, jouer”; “je suis libre ce week-end”). The response is generally understandable, with errors that may impede comprehensibility (“qu'est-ce que tu besoin? J'ai trop hâte pour t'aider”; “jouer des jeux dan une groupe”; “pendant le semaine parce que les sports”; “je suis trop hâte pour travailler avec toi, euh, alors, bonjour”). Appropriate but basic vocabulary and idiomatic language characterize this response (“une idée fa fantastique”; “plus facile”; “des jeux”; “un entraînement”; “complètement libre”; “contacter”). The response demonstrates some control of grammar, syntax, and usage (“je ne sais pas”; “je suggère qu'on fait”; “je pense qu'on peut juste, euh, jouer”; “le week-end je suis complètement libre”; “je pense qu'une, c'est une bonne idée”). The use of register may be inappropriate for the conversation with several shifts (“allez, euh, ex expliquez-moi, qu'est-ce que tu besoin?”) Pronunciation, intonation, and pacing make the response generally comprehensible (“c'est beaucoup, euh, pluss meilleur”). Self-correction sometimes improves comprehensibility (“chaque sem, euh, chaque jour pendant la semaine”). This response received a score of 3.

Sample: 3C

Score: 2

Transcript of Student's Response

Oui, euhm, j'adore travailler avec toi dans cette journée internatiale internationale dans notre lycée pour la semaine de la francophonie.

Euh, je pense que une journée internationale au Maroc est très bon bonne. Euhm, mais nous devons.

Euhm, pour le repas, euh, je sug-joust que nou allons au musée pour étudier la culture de cette paie.

Euh, je réunir toi demain, euhm, cette journée ashernationale sera faire la semaine dernière.

Je suis très heureuse à aider toi pour cette journée. Euhm, je dois aller chez moi maintenant parce que je dois faire mes devoirs. Au revoir et merci encore.

Commentary

This weak performance partially maintains the exchange with a series of responses that are minimally appropriate within the context of the task (“j'adore travailler avec toi dans cette journée”; “je pense que une journée internationale au Maroc est très bon bonne”; “cette journée ashernationale sera faire la semaine dernière”). The response provides some required information (“j'adore travailler avec toi”; “nou allons au musée pour étudier la culture”; “demain”). The response is partially understandable, with errors that force interpretation and cause confusion for the listener (“une journée internationale au Maroc”; “pour le repas, je sug-joust que nou allons au musée pour étudier la culture”; “je réunir toi demain”; “cette journée ashernationale sera faire la semaine dernière”; “à aider toi”). Limited vocabulary and idiomatic language characterize the response (“j'adore travailler avec toi”; “notre lycée”; “au musée”; “je dois aller chez moi maintenant parce que je dois faire mes devoirs”). The response demonstrates limited control of grammar, syntax, and usage (“je réunir”; “cette journée ashernationale sera faire la semaine dernière”; “heureuse à aider toi”). Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede

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Task 3: Conversation (continued)

comprehensibility (“*je sug-joust*”; “*nou allons*”; “*cette paie*”; “*ashernationale*”). This response received a score of 2.