

AP[®] GERMAN LANGUAGE AND CULTURE EXAM

2015 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
-

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 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 Contemporary Life (*Alltag*), the interlocutor (Mareike) opens the conversation by asking the student where he/she has been, since Mareike has been waiting for half an hour. After the student answers this question, in the second turn, Mareike goes on to tell him/her about a public discussion that evening on vegetarianism (*Sind Vegetarier bessere Menschen?*) and invites the student to go with her. The student is instructed to respond positively to the invitation and ask for more details about the event. In the third turn, while Mareike looks up information about the event on her smartphone, she asks the student whether he or she could imagine being a vegetarian. The student is supposed to offer an opinion on this question and give some reasons for it. In the fourth turn, Mareike has learned that the discussion will start at 7 p.m. in the cultural center (*Kulturzentrum*) and asks the student if he or she knows where the cultural center is and how they should get there. After the student responds, in the final turn, Mareike asks if the student would like to do something after the lecture and if he or she has any ideas what they could do. The student is directed to answer the questions and say goodbye.

Sample: 3A

Score: 5

Transcript of Student's Response

(WA) *Oh hallo Marika! Ah es tut mir leid, aber ich war bei dem Krankenhaus, weil mein Bruder seinem Fuß gebrochen hat, in seinem Fußballspiel. Es war schrecklich.*

Ja, natürlich hab ich Zeit. Ich bin ganz vegetarische. Ich ich will gehen, weil ich neue Freunden machen kann und über vegetarisches Essen sprechen. Es wird sehr Spaß sein.

Ja, ich ich kann das machen. Ich kann nicht Flei ah Fleisch essen, weils es kommt aus Tiere. Und Tiere sind so hübsch. Wie kann man eine Tiere essen? Das ist schrecklich. Ich möchte wirklich gehen .. und diskutieren.

Ah, ich weiß nicht genau, wo es liegt, aber ich denke, es ist hinter der Schule. Es ist nicht weit von uhm unseren Hause Häuser uh und ja, natürlich würd es uh wahrscheinlich vegetarisches Essen sei da sein.

Ja, vielleicht können wir einen neuen Film sehen. Oder vielleicht können wir Eis bekommen. Ich habe ein ganze Sehnsucht, uhm, Schokoladeeis zu essen heute. Vielleicht können wir ein andere ein paar andere Freunden einladen. Vielleicht Marlene und.

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2015 SCORING COMMENTARY

Task 3: Conversation (continued)

Commentary

This student's response is a strong performance in interpersonal speaking. It maintains 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 elaboration ("*weil mein Bruder seinem Fuß gebrochen hat, in seinem Fußballspiel. Es war schrecklich*"; "*Tiere sind so hübsch*"); in the second turn the student elaborates spontaneously on attending the discussion ("*ich will gehen, weil ich neue Freunden machen kann und über vegetarisches Essen sprechen. Es wird sehr Spaß sein*") and does not get to a request for more details, but in the holistic scoring of the response this did not detract significantly from the overall appropriateness of the conversational interaction. The response is fully understandable, with ease and clarity of expression ("*Ja, vielleicht können wir einen neuen Film sehen*"). It demonstrates varied and appropriate vocabulary and accuracy and variety in grammar ("*Fuß gebrochen*"; "*hinter der Schule*"). Errors do not impede comprehensibility and self-correction improves comprehensibility ("*ein andere ein paar andere*").

Sample: 3B

Score: 3

Transcript of Student's Response

(MA) *Ach hallo, Mareike. Ich war mit meiner Mutter. Wir uh waren im die Einkaufsgeladen. Uh ich muss eine neue Tennisracket für meine Spiel am Morgen uh kaufen. Es tut mir leid über das.*

Ja, ich habe Zeit uh genau uh jetzt und uh Vegetarier ist uh ein gute Wähle, wenn man uh weiß die die k positiv und negativ uh Aufgaben, das sie müssen uh. Uh können Sie mir bitte mehr über das Thema?

Ich denke, dass die Vegetarien ist ein gute Wähle, wenn man uh isst nicht mehr Fleisch, weil sie findet das nicht gut fur Tiere, das sie lieben, uh aber es ist ein gute Wähle, wenn man uh mehr mit die Umwelt tun machen.

Ja, ich weiß, wo das ist, und bevor wir können in die Stadt gegange-, ge-, gehen und uh ins Café Freizeit for Kaffee oder Tee und dann wir können da gehen und uh hören die Präsentation und uh lernen über das Thema.

Ja, ich habe eine Idee um .. uh ja, ich habe ein bisschen über das Thema gelernt früher und wir können das uh benutzen da und uh uh tschüss, bis dann.

Commentary

This response represents a fair performance in interpersonal speaking. It maintains the exchange with a series of responses that are somewhat appropriate within the context of the task. The student responds at least superficially to the interlocutor's questions throughout and also asks for more details in turn 2 of the conversation, although this request lacks a final verb ("*Uh können Sie mir bitte mehr über das Thema?*") and the student misconstrues the kind of "*Idee*" that the interlocutor is looking for in turn 5. The response is generally understandable with errors that may impede comprehensibility ("*ein gute Wähle*"; "*wenn man uh weiß die die k positiv und negativ uh Aufgaben*"). The response displays appropriate ("*Fleisch*"; "*Umwelt*"; "*früher*") but basic and repetitive vocabulary ("*Einkaufsgeladen*"; "*Wähle*"). There is some control of grammar ("*ich weiß, wo das ist*"; "*ich habe ein bisschen über das Thema gelernt früher*"). Pronunciation, intonation, and pacing make the response generally comprehensible. Errors occasionally impede comprehensibility.

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2015 SCORING COMMENTARY**

Task 3: Conversation (continued)

Sample: 3C

Score: 1

Transcript of Student's Response

(MA) *Hallo! Wie geht's?*

.. Ja, ich .. ja, ich denkt, aber .. uh

.. uh .. ja .. das ist gut .. Ich weiß nicht. Ich kann nicht verstehen.

eh .. ja .. ja, ich will gehen, aber ja

Keine Idee, ja. Ich weiß nicht. .. ja

Commentary

This response exemplifies a poor performance in interpersonal speaking with its unsuccessful attempt to maintain the exchange. The series of responses produced here is inappropriate within the context of the task because the student does not provide a substantive answer to any of the interlocutor's questions. Very little information is provided ("*ich will gehen*"). The response is barely understandable, shows very few vocabulary resources, and little control of grammar ("*ich denkt*"). Pronunciation, intonation, and pacing make the response difficult to comprehend.