AP® FRENCH LANGUAGE AND CULTURE EXAM
2016 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 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 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

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
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response although recording equipment is functioning)

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2016 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. 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.

The course theme for the conversation task was "*les défis mondiaux.*" In this task the student has a conversation with Nadine, a friend, about planning a trip to a restaurant. Nadine asks the student for ideas and suggestions. The student needed to respond to the following five audio prompts:

1. Nadine calls to talk about an upcoming outing on Saturday. She asks if the student knows of a restaurant where they can all go since some people in the group are vegetarian. The student needed to respond and make a suggestion.

2. Nadine comments that she has heard good things about the restaurant, but wonders if it is too far. She asks if the restaurant is within walking distance. The student needed to respond and justify the answer.

3. Nadine comments that she would prefer to go to a restaurant that is closer and to one that serves fresh and locally produced food. The student needed to react and give their opinion.

4. Nadine mentions that the farm-to-table movement helps the environment and asks what the student does to help the environment. The student needed to respond and give details.

5. Nadine acknowledges what the student says and suggests that they meet on Saturday at 6 p.m. She asks if this is a convenient time for the student. The student needed to respond and end the conversation.

Sample: 3A
Score: 5

Transcription of Student Response
Salut Nadine, je vais très bien, merci. Ben, euh, je savais pas que, qui sont des végétariens mais je connais un très bon rest, restaurant, euh, en plein ville, euh, à côté de notre club, où on, on, on pourra sortir"

Oui, oui, tout à fait. C'est en fait juste à côté de la gare, euh, et à côté du club, alors y'aura plein de bus et de possibilité pour y aller, pour y arriver

Euh, (rires) c'est un peu difficile, alors là, y a encore des .. je connais un restaurant direct, euh, à côté de ma maison, il est très local, les prix sont bien et, euh, très frais et végétariens.

Euh, je recycle mes poubelles comme, euh, .. comme .. ma mère me l'a appris, et pas plus que ça. Et toi ? Non, pas et toi.

Oui, ça sera parfait. Ben, on s'ra, on se verra là samedi alors. Je vais réserver pour six heures .. et on se verra.

Commentary
This response demonstrates a strong performance in interpersonal speaking. The student maintains the exchange with a series of responses that is clearly appropriate within the context of the task. The student provides required information with frequent elaboration ("*je savais pas que, qui sont des végétariens*"; "*en plein ville*"; "*on pourra sortir*"; "*à côté de la gare*"; "*comme .. ma mère me l'a appris*"; "*ça sera parfait*"). The responses are fully understandable and are delivered with ease and clarity ("*alors y'aura plein de bus*"; "*on se verra là samedi alors*"; "*Je vais réserver pour six heures*"). The student's vocabulary is varied ("*on pourra sortir*"; "*alors y'aura plein de bus*"; "*poubelles*"). The response includes accuracy and variety in grammar, syntax, and usage ("*je savais pas*"; "*je connais*"; "*me l'a appris*"; "*on se verra*"). Finally, pronunciation, intonation, and pacing make the response comprehensible. There is some self-correction, which improves comprehensibility ("*on s'ra, on se verra*"). This response received a score of 5.

Sample: 3B
Score: 3

Transcription of Student Response
Mais, euh, vrai c'est très bon, euhm, on peut, on peut aller, euhm, à la restaurant, euh, végétarien, euhm, qui s'appelle, qui s'appelle, euh., « Licks ».

Euhm, c'est très loin, euh, on peut .. prendre le métro.

Oui, c'est très bon, euhm, le le restaurant, euhm, est, est dans la région locale et, euhm, on peut, on peut aller à pied, et c'est très bon avec, avec mes amis. C'est, c'est très, co, euh, commode.

Ouais, euhm, je suis dans, euhm, mon école et mon école a beaucoup des, euh, beaucoup de clubs et les clubs, euhm, a beaucoup des activités qui, euh, encourager la recyclage et, euhm, il encouroge, euhm, le soin, euhm, de prendre l'es.Euhm, ouais, et c'est très bonne ce samedi et on peut, on peut aller et avoir, avoir, euh, du, du café et on peut aller, euhm, à la restaurant ce samedi.

Commentary
This response demonstrates a fair performance in interpersonal speaking. The student maintains the exchange with a series of responses that is somewhat appropriate within the context of the task. The student provides required information ("*à la restaurant*"; "*on peut .. prendre le métro*"; "*on peut aller*";"*mon école a beaucoup des, euh, beaucoup de clubs*"; "*encourager la recyclage*"). The student's vocabulary is appropriate but basic ("*le restaurant*"; "*la région*"; "*mon école*"; "*beaucoup de clubs*"; "*du café*"). The response presents some control of grammar, syntax, and usage ("*c'est très loin*"; "*a beaucoup des activités*"; "*à la restaurant*"). Pronunciation and pacing make the response generally comprehensible. This response received a score of 3.

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Task 3: Conversation (continued)

Sample: 3C
Score: 1

Transcription of Student Response

Oui, j'aime .. végétarien restaurant. Je suis une végan. Je n'ai mangé pas les animaux. .. J'ai mangé les brocolés, les pommes, les frases.
Oui, .. je suis une très riche. .. Je peux paye danz le dîneur.

Euh, bone courage ! Euh, je suis préféré les restaurants en locaux aussi ! Les nourrishures est très fraîches et bons. .. Je suis mangé.
Oui, (baillement) la nourrishure est très importante .. pour la visage, pour la tête, pour je ne veux paye. .. J'ai faime. Je suis mangé.
Non, je n'ai aime pas César salad. Je voudrais oune saleide. No César pas. Merci beaucoup. Bonnejour.

Commentary

This response demonstrates a poor performance in interpersonal speaking. The student unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task. The student provides little required information ("*Je suis une végan*"; "*je suis préféré les restaurants en locaux aussi*"). At times the student is barely understandable, with frequent or significant errors that impede comprehensibility *("Je suis mangé"; "No César pas")*. The student exhibits very few vocabulary resources ("*animaux*"; "*pommes*"; "*dîneur*"; "*tête*"; "*J'ai faime*") and demonstrates little or no control of grammar, syntax, or usage *("végétarien restaurant"; "je suis préféré les restaurants"; "Je suis mangé"; "pour je ne veux paye").* The student's pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility *("frases"; "oune saleide").* This response received a score of 1.