



AP[®] German Language 2005 Scoring Guidelines

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2005 by College Board. All rights reserved. College Board, AP Central, APCD, Advanced Placement Program, AP, AP Vertical Teams, Pre-AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. Admitted Class Evaluation Service, CollegeEd, Connect to college success, MyRoad, SAT Professional Development, SAT Readiness Program, and Setting the Cornerstones are trademarks owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark of the College Entrance Examination Board and National Merit Scholarship Corporation. Other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: <http://www.collegeboard.com/inquiry/cbpermit.html>.

Visit the College Board on the Web: www.collegeboard.com.
AP Central is the official online home for the AP Program and Pre-AP: apcentral.collegeboard.com.

AP[®] GERMAN
2005 SCORING GUIDELINES

Part A–1: Paragraph Completion

Item #	Words
1	D/dir, euch, Euch, der Familie, D/deiner Familie, „Name“, den Kindern, D/deinen (+ adj.) Kindern, (+ other possible, correct combinations)
2	an, für
3	fährst, unterwegs bist, radelst, reist, viel unternimmst, (herum) fährst
4	helfen, etwas raten, einen Rat geben, beistehen, aushelfen, behilflich sein, Beistand leisten, ein Fahrrad kaufen
5	einen, diesen, meinen, (einen + appropriate adjective)
6	als
7	außer, abgesehen von, mit Ausnahme von
8	der, meiner, uns(e)rer
9	kaputt, verbeult, verbogen, zerstört, außer Betrieb, hin, unbrauchbar, unbenutzbar, ruiniert, im Eimer, nutzlos, demoliert
10	gefährlich, riskant, gewagt, unsicher, problematisch, risikoreich, schwer
11	soll, sollte, solle, kann, könnte, könne, muss, muß, müsste, müßte, müsse, darf, dürfte, dürfe
12	auf
13	zu, viel zu, furchtbar, schrecklich, tierisch, ungemain, unglaublich, sagenhaft, unfass/ßbar, unvorstellbar, sehr, so, unerhört, unheimlich, entsetzlich, echt, total, ziemlich, wirklich (+ other possible, correct combinations)
14	zahlen, bezahlen, ausgeben, berappen, hinlegen, hinblättern, aufbringen, blechen, abdrücken, locker machen, löhnen
15	fährt, kommt, verkehrt, erscheint, hier (an)hält, vorbeikommt, pünktlich ist
16	wenn, weil, falls
17	meinen, den
18	Bruder, Stiefbruder, Halbbruder
19	ihr, ihnen, meinen Eltern, d/Deiner Schwester (Halb-und Stief-), meiner Mutter, allen, den beiden, diesen beiden, es, ja, mal, kurz, einfach, bitte, das, besser, doch
20	ruf(e), sprich

AP[®] GERMAN
2005 SCORING GUIDELINES

Part A–2 Composition

Question 21

9–8	Excellent to very good control	<i>Demonstrates excellent to very good control of the language.</i> <ul style="list-style-type: none">• Broad command of structure, syntax, idiomatic usage, and vocabulary.• Obvious fluency.• Natural connections.• Broad range of transitional elements.• Few significant errors.• An 8 is less impressive with regard to structure and syntax, or range in idiomatic usage and vocabulary.
7	Good command	<i>Demonstrates good command of the language.</i> <ul style="list-style-type: none">• Shows good, although not always accurate, structure, syntax, idiomatic usage, and vocabulary.• General fluency with some awkwardness of expression.• Appropriate connections.• A good range of transitional elements.• Some grammatical inaccuracies and errors.• Errors do not detract from the generally clear demonstration of competence and control.
6–5	Acceptable to adequate use	<i>Demonstrates acceptable to adequate use of the language.</i> <ul style="list-style-type: none">• Basically competent in the language, although less impressive with regard to structure and syntax or range in idiomatic usage and vocabulary.• Occasional signs of fluency.• Acceptable connections.• Narrower range of transitional elements: some may well be unsuccessful.• Occasional serious errors.• Recurring questions about sustained control of the language lower the score to a 5.
4–3	Weak use	<i>Demonstrates weak use of the language.</i> <ul style="list-style-type: none">• Demonstrates less than adequate language skills. Paraphrases or repeats what has essentially been stated earlier.• Sometimes forces interpretation.• Limited use of connections.• Transitions often unsuccessful.• Numerous errors and frequent use of non-German syntax and language patterns.• Lack of occasional redeeming features, such as correct advanced grammatical constructions or range of vocabulary, lowers the score to a 3. NOTE: Grammatically correct simple sentences are not redeeming features.

AP[®] GERMAN
2005 SCORING GUIDELINES

Question 21 (continued)

- | | | |
|------------|--------------------------------|--|
| 2–1 | Incompetent performance | <i>Demonstrates incompetence in the language.</i> <ul style="list-style-type: none">• Shows little or no sense of syntax and few vocabulary resources.• Ineffective use of or lack of connections and transitions.• A response that is essentially a Germanized version of another language or gobbledygook lowers the score to a 1. |
| 0 | Irrelevant sample | <ul style="list-style-type: none">• Is entirely blank, consists of fewer than 50 words, does not attempt to address the topic, is written in a language other than German, or contains obscenities, nonsense, poetry, drawings, etc. |

Deduct 1 point if the composition is essentially shorter than called for (135 words or fewer).

Deduct 1 point if the spelling errors are numerous, if the spelling is obviously phonetic, or if proper capitalization is not evident.

AP[®] GERMAN
2005 SCORING GUIDELINES

Directed Response

6	Excellent to very good	<i>Suggests excellence.</i> <ul style="list-style-type: none">• Natural and meaningful response to the prompt.• Very good range of vocabulary.• More complicated structures may well be correct.• Ease of expression with minimal strain and stumbling.
5	Good	<i>Shows signs of excellence.</i> <ul style="list-style-type: none">• Appropriate and meaningful response to the prompt.• Good range of vocabulary.• More complicated structures may not be correct.• Minimal strain and stumbling.
4	Acceptable	<i>Demonstrates competence.</i> <ul style="list-style-type: none">• Successful and meaningful response to the prompt.• Moderate range of vocabulary.• Some errors in basic structure.• Some strain or stumbling.
3	Adequate	<i>Suggests competence.</i> <ul style="list-style-type: none">• Adequate response to the prompt.• Less range of vocabulary.• More errors in basic structure.• Some strain or stumbling.
2	Weak	<i>Suggests incompetence.</i> <ul style="list-style-type: none">• Not readily comprehensible or clearly not a response to the prompt.• Scarcely any range of vocabulary.• Limited command of basic structure.• Considerable strain and stumbling.
1	Poor	<i>Demonstrates incompetence.</i> <ul style="list-style-type: none">• Incoherent response.• Lack of ability to deal with basic structure.• Near gobbledygook.
0	No projection	<i>Irrelevant sample.</i> <ul style="list-style-type: none">• Obscenities, deliberate nonsense, an “ich-verstehe-nicht” response, a clear evasion, or a non-German response, or no attempt is made (although mike is open and recording).

Deduct 1 point if the response contains fewer than 15 words in German.

Deduct 1 point if the response includes non-German words that are not currently used in German.

No more than 1 point may be deducted.

Pronunciation or intonation that impedes comprehension may be used to tip the scale. Dialect coloring should not influence the grade.

Copyright © 2005 by College Board. All rights reserved.

Visit apcentral.collegeboard.com (for AP professionals) and www.collegeboard.com/apstudents (for students and parents).

AP[®] GERMAN
2005 SCORING GUIDELINES

Picture Sequence

6	Excellent to very good	<i>Suggests excellence.</i> <ul style="list-style-type: none">• Complex and well-related story.• High level of fluency and grammatical accuracy.• Very good range of vocabulary and idiom.
5	Good	<i>Demonstrates competence.</i> <ul style="list-style-type: none">• Well-related story.• Moderate level of fluency.• Few structural errors.• Successful self-correction.• Good range of vocabulary and idiom.• Little awkwardness of expression.
4–3	Adequate	<i>Suggests competence.</i> <ul style="list-style-type: none">• Cohesive story.• Signs of fluency.• Some errors in basic structures.• Some successful self-correction, especially for a 4.• Moderate range of vocabulary and idiom.• Recurring questions about the ease of expression and range of vocabulary are characteristic of a 3.
2	Weak	<i>Suggests incompetence.</i> <ul style="list-style-type: none">• Disjunctive story.• Frequent errors in basic structures.• Considerable strain or stumbling.• Narrow range of vocabulary and idiom.• Use of Anglicisms or structures that force interpretation.
1	Poor	<i>Demonstrates incompetence.</i> <ul style="list-style-type: none">• Lack of ability to deal with structure.• Very few vocabulary resources and little or no sense of idiom.
0	No projection	<i>Irrelevant speech sample.</i> <ul style="list-style-type: none">• Responses not addressing the picture sequence, those that are off task (obscenities, nonsense, etc.), or those in a language other than German, or no attempt is made (although mike is open and recording).

Deduct 1 point if the student does not address a minimum of four pictures.

Deduct 1 point if the student gives a very brief description of the events (one minute or less).

No more than 1 point may be deducted.

Pronunciation or intonation that impede comprehension may be used to tip the scale. Dialect coloring should not influence the score.