



AP French Language 2000 Scoring Guidelines

The materials included in these files are intended for non-commercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

These materials were produced by Educational Testing Service (ETS), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[™], the Advanced Placement Program[®] (AP[®]), and Pacesetter[®]. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2001 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, and the acorn logo are registered trademarks of the College Entrance Examination Board.

2000 French Language Scoring Guidelines

Function Word and Verb Fill-ins Scoring Guideline

- | | |
|----------------|-------------------------|
| 1. depuis | 16. fermées |
| 2. de | 17. n'étaient pas |
| 3. dont | 18. sera |
| 4. En | 19. arrivais |
| 5. qui | 20. préparez-vous |
| 6. au | 21. aura fini/finira |
| 7. que | 22. soyons |
| 8. de | 23. devions |
| 9. le | 24. a fallu/avait fallu |
| 10. dont | 25. ne fera pas |
| 11. Tous/Seuls | 26. allions |
| 12. au | 27. préparerais |
| 13. qu' | 28. pourrons |
| 14. C' | 29. attendre |
| 15. en | 30. paie/payé |

Composition Question Scoring Guideline

8-9 Demonstrates Superiority

GOOD CONTROL

Clear command of language and a sense of idiom. Clarity of organization. Accuracy and variety in grammar and syntax with a few errors. Exceptional development of the topic may compensate for more language problems than this category normally allows.

6-7 Demonstrates Competence

GOOD CONTROL

Reads smoothly overall despite some errors in grammar and usage. Evidence of organization. Varied and generally appropriate vocabulary. Creative and/or thorough treatment of the topic may compensate for more language problems than this category normally allows.

5 Suggests Competence

FAIR CONTROL

Some signs of fluency and organization. Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures. Some apt vocabulary. Appropriate treatment of the topic may compensate for more language problems than this category normally allows.

2001 French Language Scoring Guidelines

3-4 Suggests Incompetence

WEAK CONTROL

Frequently forces interpretation on the part of the reader. Little evidence of fluency. Inaccuracies in grammatical structures and/or limited vocabulary throughout. Contains some redeeming features. Evidence of efforts to treat the topic.

1-2 Demonstrates Incompetence

POOR or NO CONTROL

Almost total lack of structural accuracy and/or vocabulary resources. Unacceptable from most points of view. A 2 may be distinguished from a 1 by having more error-free word sequences and/or more convincing reference to the wording of the question.

0

A composition that very clearly is written on another topic. Blank or not written in French.

As a general rule, essays containing no more than one page of normal-sized handwriting will not receive a score higher than 5.

Language Speaking Questions Scoring Guideline

The score you assign each response should reflect your judgment of its quality as a whole. You should reward speakers for what they do well in response to the questions, bearing in mind that all responses, even those receiving 5s, may show some hesitancy and some lapses in language control. All Francophone pronunciations are valid. Native fluency (ease of expression) is not necessary to receive a five. Self-correction is an asset rather than a deficit as long as it truly improves the language and does not impede fluency. However, fluency alone does not compensate for overall lack of control of basic structures and vocabulary. Answers that fail to use enough time to provide a well-developed response to the question cannot receive full credit.

- 5 Response demonstrates very good or superior communicative skills. A well-developed and appropriate answer characterized by the correct use of a variety of syntactic structures. Broad use of vocabulary. Sustained presentation and connection of ideas. Easily comprehensible pronunciation. High level of fluency (ease of expression).
- 4 Response demonstrates good communicative skills. Addresses the question appropriately and with obvious fluency (ease of expression). Answer characterized by mostly correct use of syntactic structures and connection of ideas. Some range of vocabulary. Pronunciation does not interfere with communication.
- 3 Response demonstrates adequate communicative skills. An appropriate answer characterized by moderate fluency (ease of expression). Some development of ideas. May rely on repetition. Shows control of basic syntactic patterns and core vocabulary. Some uncertainty when speaker moves beyond the basics. Pronunciation may require close attention on the part of the listener.
- 2 Response demonstrates limited communicative skills. A partially appropriate answer with adequate communicative skills or an appropriate answer restricted by serious flaws in

2001 French Language Scoring Guidelines

- grammar, usage, and pronunciation. Low level of fluency (ease of expression): speaker may struggle to express ideas. Answer may require some interpretation.
- 1 Response demonstrates extremely weak communicative skills. An appropriate or partially appropriate answer but shows little control of grammar, usage, and pronunciation. Answer forces interpretation or suggests that the student did not fully understand the question. Relies primarily on vocabulary provided in the pictures and questions. Frequent anglicisms. No fluency (ease of expression).
 - 0 The response is totally incomprehensible or does not address the question at all, such as "Je ne sais pas," "Je ne comprends pas," or any attempt to evade the question.
 - No response or response in a language other than French.

Following, are the question-specific guidelines that were used at the reading:

Question 1

"Expliquez comment la déception des deux copines s'est transformée en bonne surprise." The narration could be in the present or in the past. Description should not be penalized as long as there was some indication of a change from disappointment to surprise. Readers should beware of students who relied solely on the provided vocabulary. The gender of the characters in the story was unimportant as long as the students were consistent with gender agreements in their response. Readers should not consider "ligne" (instead of "queue") as a major error.

Question 2

"Qu'est-ce que vous préférez, écouter votre musique favorite chez vous ou aller à un concert? Pourquoi?" This is a two-part answer. Students should give an indication as to the reason of their preference.

Question 3

"La musique est une des expressions artistiques les plus appréciées par les jeunes. Est-ce le cas pour vous? Pourquoi ou pourquoi pas?" This is a two-part question. Students should give an explanation of their opinion. This question might solicit some repetition from the student's response to question # 2 but should be scored on its own merit.

Question 4

"Comment est-ce que l'école vous prépare ou ne vous prépare pas pour l'avenir? Expliquez." Because of the pictures, this question might solicit enumeration of different professions. Present, future, past and conditional tenses are all acceptable.

Question 5

"Quel est l'aspect de votre vie à l'école qui vous intéresse le plus? Expliquez." This question might solicit some repetition from the student's response to question # 4 but should be scored on its own merit.