



AP German 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 German Language Scoring Guidelines

Paragraph Completion Scoring Guidelines

The maximum score possible is 20.

The candidate receives full credit (1 point) for each blank if the word or words are correct both in meaning and form according to the context.

If the blank is not filled in or the word or phrase is in any way incorrect (including capitalization), the candidate receives NO credit (0 points).

More than one answer might be possible.

Two or more words can make a correct answer (e.g., “in einer”).

If the candidate gives several choices for one blank and all are correct, full credit is given; however, if any one of the choices is incorrect, no credit is given.

	1 point	Rejected
1.	Nähe, Umgebung, Gegend	
2.	ihren, den, beiden, alten, jungen, ihren zwei	
3.	nicht, kein bißchen, kein bisschen	
4.	haben	
5.	Eltern, (adj + Eltern), Elternteile	
6.	als, obwohl, auch als	wie
7.	würde, möchte, will, wollte, mag	
8.	wie	
9.	auf, für	
10.	Zeit, Freizeit, Energie, Lust, Geld, Raum	
11.	denen, welchen	
12.	und, oder	
13.	beim	
14.	werden, sein	

2000 German Language Scoring Guidelines

Paragraph Completion Scoring Guidelines

	1 point	Rejected
15.	Beruf, Job	Arbeit
16.	kann, könnte, könne, wird, würde, sollte, soll, solle, muss, müsse	konnte
17.	dem, ihrem, (nicht) bestandenem	
18.	Lust, Pläne, Motivation, Geduld, Ambitionen	Absicht, Zeit, Probleme
19.	zu	
20.	mich	

2000 AP German Language Scoring Guidelines

Composition Scoring Guidelines

Upper Range

- 9-8** Demonstrates superiority through outstanding control of the language with regard to structure, syntax, idiomatic usage, and vocabulary. The candidate makes few significant errors and demonstrates a broad command of the language and obvious fluency. An 8 is less impressive with regard to structure and syntax, or range in idiomatic usage and vocabulary.
- 7** Demonstrates strong command of the language with, however, some grammatical inaccuracies and errors, and some awkwardness of expression. Shows very good, although not always accurate, use of vocabulary and idioms. Errors do not detract from the generally clear demonstration of competence and control.
- 6-5** Demonstrates good to acceptable use of the language. The candidate is basically competent in the language although less impressive with regard to structure and syntax or range in idiomatic usage and vocabulary. Occasional serious errors. Occasional signs of fluency. Recurring questions about sustained control of the language lower the score to a 5.

Lower Range

- 4-3** Weak use of the language suggests that the candidate has less than adequate language skills. Numerous errors and frequent use of non-German syntax and language patterns. Contains sentences that paraphrase or repeat what has essentially been stated earlier or sentences that force interpretation. The lack of occasional redeeming features, such as correct advanced grammatical constructions or range of vocabulary, lowers the score to a 3. Note: Occasional grammatically correct simple sentences are not redeeming features.
- 2-1** A clear demonstration of incompetence in the language. The candidate has little or no sense of syntax and few vocabulary resources. A response that is essentially a Germanized version of another language or which is gobbledygook lowers the score to a 1.
- 0** Used for responses that are entirely blank, consist of fewer than 50 words, do not attempt to address the topic, are written in a language other than German, appear to be compositions prepared ahead of time, or for the following: obscenities, nonsense, poetry, drawings, etc.
- Deduct 1 point if fewer than three subtopics are addressed.
 - 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 capital letters only are used.

NOTE: No more than 2 points will be deducted from any composition.

2000 AP German Language Scoring Guidelines

Directed Responses Scoring Guidelines

- 5 EXCELLENT** – Suggests excellence: Natural and meaningful response; ease of expression; impressive range of vocabulary and structures; more complicated structures, e.g. subordinate clauses, may well be correct.
- 4 GOOD** – Demonstrates competence: Meaningful response; good range of vocabulary and structures; more complicated structures, e.g. relative or subordinate clauses, may not always be correct; minimal strain or stumbling.
- 3 ACCEPTABLE** – Suggests competence: Adequate response; lesser range of vocabulary; command of basic structures* with some significant errors; some strain or stumbling.
- 2 WEAK** – Suggests incompetence: Not readily comprehensible; scarcely any range of vocabulary; limited command of basic structures* with frequent errors; considerable strain or stumbling.
- 1 POOR** – Demonstrates incompetence: Unintelligible, or incoherent response, near gobbledygook; unacceptable vocabulary or no range of vocabulary; lack of ability to deal with structures.
- 0** The candidate does not project into the scene of the question, or the response contains obscenities, deliberate nonsense, or it is entirely blank or a non-German response.
 - Pronunciation that impedes communication may be used to tip the scale. (Dialect coloring should not influence the grade.)
 - Deduct 1 point if the response is too short (1-15 words is considered too short).
 - Deduct 1 point for including in a response non-German words not currently used in German.

* Structure includes morphology and syntax. Simple uncomplicated sentences, with some attention paid to genders and endings, are considered basic structure.

</div></div><!--webbot bot="Include" endspan i-checksum="19050" -->

2000 AP German Language Scoring Guidelines

Picture Sequence Scoring Guidelines

{PRIV Suggests Excellence: Very good to excellent command of the language; high level of ATE}6 fluency and grammatical accuracy; very good range of vocabulary and idiom.

5 Demonstrates Competence: Good command of, and fluency in, the language; few structural* errors; successful self-correction; good range of vocabulary and idiom; little awkwardness of expression.

4 - 3 Suggests Competence: Adequate command of the language; 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, range, or control lower the score to a 3.

2 Suggests Incompetence: Weak command of the language; frequent errors in basic structures*; considerable strain or stumbling; narrow range of vocabulary and idiom; use of Anglicisms or structures* that force interpretation.

1 Demonstrates Incompetence: Unacceptable speech sample; lack of ability to deal with structure*; very few vocabulary resources and little or no sense of idiom.

0 Irrelevant Speech Sample: Responses not addressing the picture sequence, those that are off task (obscenities, nonsense, etc.), in a language other than German; entirely blank tapes.

NOTES:

Pronunciation that impedes comprehension may be used to tip the scale.

Dialect coloring should not influence the score.

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

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

* Structure includes morphology and syntax. </div></div><!--webbot bot="Include" endspan i-checksum="19050" -->