



AP[®] German Language 2006 Scoring Guidelines

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**AP[®] GERMAN
2006 SCORING GUIDELINES**

Part A–1: Paragraph Completion

Item #	Words
1	den; diesen; meinen; unseren; unsren; kommenden; (den/diesen) kommenden; (den) nächsten
2	schreiben; berichten; erzählen; e-mailen; emailen; mailen
3	in
4	der; einer; dieser
5	darauf; darüber; drauf; drüber; dadrauf
6	vorgestellt; gewünscht; erhofft; erträumt
7	denn; weil; und
8	dem; meinem; unserem; unsrem; ihrem
9	am
10	mit; zusammen mit
11	halt; halte; hielt; fühle; fühlte; mache; machte; mach; finde; fand; trainiere; trainierte
12	sein; werden; bleiben
13	dass; daß; damit; so dass; sodass; so daß; auch wenn
14	Uhr; sehr; ganz; immer; so; recht; auch; dann; noch; oft; besonders; ziemlich; nämlich; ...+(viele); schon; an der Schule; für uns; für die Schüler; normalerweise; echt; furchtbar; Zeit für
15	aber; sondern; fahren; reisen; gehen; manchmal
16	Sehenswürdigkeiten; Gebäude; Stätten; Attraktionen (+ adjectives, e.g., schönsten); kulturellen Zentren; Kultur-Attraktionen; Kulturattraktionen; Bauten
17	mich; sie; alle; die; (die) Schüler; meine Schüler
18	habe; hätte; hatte; werde; würde
19	Geld; Gehalt; meiste; Meiste; Einkommen; verdiente Geld
20	Dein, dein; Dein Enkel; dein Enkel; Dein Enkelkind; dein Enkelkind; von; vom; der + masculine first names; dein + masculine first names; dich liebender + masculine first names

Note: This list includes all acceptable responses; other responses might be possible but were not used by students.

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Part A–2: Composition

- | | | |
|------------|-------------------------------|---|
| 9–8 | Excellent to very good | <p><i>Demonstrates excellent to very good control of the language.</i></p> <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 | <p><i>Demonstrates good command of the language.</i></p> <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 | <p><i>Demonstrates acceptable to adequate use of the language.</i></p> <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 | <p><i>Demonstrates weak use of the language.</i></p> <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 or 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. |

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Composition (continued)

- 2–1 Incompetent** *Demonstrates incompetence in the language.*
- 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 speech sample**
- Is entirely blank; consists of fewer than 50 words; does not address the topic; is written in a language other than German; or contains, nonsense, poetry, drawings, obscenities, etc.

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

Deduct 1 point if the required number of subtopics is not addressed.

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

No more than 1 point may be deducted.

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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 or stumbling.
5	Good	<i>Hints at excellence.</i> <ul style="list-style-type: none">• Appropriate and meaningful response to the prompt.• Good range of vocabulary.• More complicated structures might not be correct.• Minimal strain or stumbling.
4	Successful	<i>Demonstrates competence.</i> <ul style="list-style-type: none">• Meaningful response to the prompt.• Moderate range of vocabulary.• Some errors in basic structure.• Some strain or stumbling.
3	Acceptable	<i>Suggests competence.</i> <ul style="list-style-type: none">• Minimally adequate response to the prompt.• Limited range of vocabulary.• Frequent errors in basic structures.• Frequent strain or stumbling.
2	Weak	<i>Suggests incompetence.</i> <ul style="list-style-type: none">• Not readily comprehensible or not clearly a response to the prompt.• Scarcely any range of vocabulary.• Limited command of basic structures.• Significant strain or 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	Irrelevant speech sample	<ul style="list-style-type: none">• An “ich-verstehe-nicht” response, a clear evasion, deliberate nonsense, obscenities, or a non-German response. Or no attempt is made (although microphone is on).

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.

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Picture Sequence

6	Excellent to very good	<i>Suggests excellence.</i> <ul style="list-style-type: none">• Story is complex and well related.• 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">• Story is well related.• Moderate level of fluency.• More complicated structures may well be correct.• 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">• Story is cohesive.• 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">• Story may well be disjointed.• 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	Irrelevant speech sample	<ul style="list-style-type: none">• Does not address the picture sequence, is off task (nonsense, obscenities, etc.), uses a language other than German, or makes no attempt (although microphone is on).

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.