



## AP<sup>®</sup> German Language 2004 Scoring Guidelines

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**AP® GERMAN LANGUAGE  
2004 SCORING GUIDELINES**

**Composition**

- 9-8 Demonstrates excellent to very good control** of the language with a 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 Demonstrates good command** of the language. 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 Demonstrates acceptable to adequate use** of the language. 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.
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- 4-3 Demonstrates weak use** of the language. 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.
- 2-1 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** Is entirely blank, consists of fewer than 50 words, does not attempt to address the topic, is written in a language other than German, appears to be a composition prepared ahead of time, or consists of obscenities, nonsense, poetry, drawings, etc.

DEDUCT ONE POINT if all three sub-topics are not addressed.

DEDUCT ONE POINT if the composition is essentially shorter than called for (135 words or fewer).

DEDUCT ONE POINT if the spelling errors are numerous, if the spelling is obviously phonetic, or if only capital letters are used.

No more than two points may be deducted from any composition.

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**Directed Responses**

- 6** **VERY GOOD TO EXCELLENT.** *Suggests excellence.* Natural and meaningful response to the prompt. Very good vocabulary. More complicated structures may well be correct. Ease of expression with minimal strain and stumbling.
- 5** **GOOD.** *Signs of excellence* Appropriate and meaningful response to the prompt. Good vocabulary. More complicated structures may not be correct. Minimal strain and stumbling.
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- 4** **ACCEPTABLE.** *Demonstrates competence.* Successful and meaningful response to the prompt. Moderate range of vocabulary. Some errors in basic structure. Some strain or stumbling.
- 3** **ADEQUATE.** *Suggests competence.* Adequate response to the prompt. Less range of vocabulary. More errors in basic structure. Some strain or stumbling.
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- 2** **WEAK.** *Demonstrates incompetence.* 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.** *Demonstrates incompetence.* Incoherent response. Lack of ability to deal with basic structure. Near gobbledygook.
- 0** 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 ONE POINT if the response contains fewer than 15 words in German.

DEDUCT ONE POINT if the response includes non-German words that are not currently used in German.

No more than one 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** **VERY GOOD TO EXCELLENT.** *Suggests excellence.* Story is complex and well related. High level of fluency and grammatical accuracy. Very good range of vocabulary and idiom.
- 5** **GOOD.** *Demonstrates competence.* Story is well related. Signs of fluency. Few structural errors. Successful self-correction. Good range of vocabulary and idiom. Little awkwardness of expression.
- 4-3** **ADEQUATE.** *Suggests competence.* 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, range, are characteristic of a 3.
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- 2** **WEAK.** *Suggests incompetence.* Sample is disjunctive. 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.** *Demonstrates incompetence.* Lack of ability to deal with structure. Very few vocabulary resources and little or no sense of idiom.
- 0** **NO PROJECTION.** *Irrelevant speech sample.* Responses not addressing the picture sequence, those that are off task (obscenities, nonsense, etc.), in a language other than German. Or no attempt is made (although mike is open and recording).

DEDUCT ONE POINT if the candidate does not address a minimum of 4 pictures.

DEDUCT ONE POINT if the candidate gives a very brief description of the events (one minute or less).

PRONUNCIATION or INTONATION that impedes comprehension may be used to tip the scale.

Dialect coloring should not influence the score.

No more than one point may be deducted.

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**Paragraph Completion**

1. dass, daß, warum, wieso, weshalb
2. als
3. habe, hatte, hab, hab'
4. gehört, geträumt, geschwärmt, erfahren, gewusst, gewußt, gesprochen, geschrieben, erzählt, geredet
5. Mal
6. machen, gehen, wandern, laufen, wählen, erkunden, versuchen, probieren, marschieren, schaffen, latschen, erledigen, mögen, unternehmen, planen, absolvieren, bewältigen
7. um
8. wollte, sollte, mochte
9. Jahr, Mal
10. als, weil, da, wie, dass, daß, in dem, während, sobald
11. ich, man
12. schlief, wartete, pennte, ruhte mich aus, wachte nicht auf, schnarchte, träumte, blieb, lag, sang, habe geschlafen, habe gewartet, habe gependt, habe mich ausgeruht, habe geschnarcht, habe geträumt, bin geblieben, habe gelegen, bin nicht aufgewacht, habe gesungen (plus acceptable adjectives e.g. fest, gut, super)
13. fühlte, glaubte, bewegte, fand,  
(13) wo + (14) fühlte wie (13) habe + (14) gefühlt wie
14. wie, wie noch
15. sich, etwas, etwas Überraschendes, irgendetwas, irgendwas, die Einsamkeit
16. am, nach dem, an dem, so um den, um den
17. dem, meinem, diesem, jenem, dem weiteren, einem, halbem  
(plus possible adjectives e.g. schwierigen, steilen, einsamen)
18. die, welche, weil sie (auch)
19. ein, sein
20. werde, will, würde, könnte, möchte, darf, sollte, soll, dürfte, mag, kann, muss, muß