

AP[®] GERMAN LANGUAGE 2007 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 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 may 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 structures.• Some strain or stumbling.
3	Acceptable	<i>Suggests competence.</i> <ul style="list-style-type: none">• 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">• May not be readily comprehensible or may not clearly be a response to the prompt.• Scarcely any range of vocabulary.• Minimal control 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 structures.• 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 more than one non-German word not currently used in German.

No more than 1 point may be deducted.

Dialect should not influence the score.

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In transcriptions of students' responses, two dots indicate a pause.

Directed Response 1

Overview

The first prompt is intended to be a relatively simple task and is designed to ease students into this part of the exam. Often a list is acceptable as an answer. In this case, the typical expected answer was a list of ideas, such as going to the park, coloring, and watching movies.

Sample: 1A

Score: 6

This is a very good response to the prompt that demonstrates ease of expression with minimal strain and stumbling. The student uses more complex structures, which are all correct (*"Eigentlich weiss ich also nicht, aber ich kann meine Mutter fragen, was du machen sollst"*). Although the range of vocabulary can be characterized as barely very good, the vocabulary used is highly idiomatic. The response suggests excellence.

Sample: 1B

Score: 3

This adequate response to the prompt suggests competence. The answer starts strong but becomes increasingly halting, resulting in a limited range of vocabulary (*"Ja, ich habe ein gute Idee. Du sollst . . . Essen . . . kochen für dich. Keine Zucker. Und du sollst Fernseher schauen."*). The pronoun *"für dich,"* used when talking about what one would do with the children, influences the comprehension negatively.

Sample: 1C

Score: 1

This language sample is weak, suggesting incompetence. Control of structures is minimal (*"Du sollst die Kinder zu die Zoo gegangen, weil . . . Kinder . . . die Affe"*). The response contains scarcely any range of vocabulary, and the student's delivery shows significant strain and stumbling. One point was deducted because the answer contains fewer than 15 words.

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Directed Response 2

Overview

This prompt wanted to elicit details about a summer job, with the expectation that students would use a past tense.

Sample: 2A

Score: 6

This is a very natural and meaningful response to the prompt, suggesting excellence. The student quickly understands the scene and provides detailed information on what he did and how he felt about it. (*„Ja, ich habe einen Job in ein Eiscafé gekriegt und ich habe viel Geld verdienen damit. So, es war sehr kalt and ich habe mit Eis jeden Tag gearbeitet. So, jetzt hasse ich Eis und will es nie sehen.“*). The range of vocabulary is very good. Delivery is animated and smooth, with minimal strain and stumbling.

Sample: 2B

Score: 4

This meaningful response to the prompt demonstrates competence (*„Ja, ich habe gearbeitet in Starbucks und es war nicht zu schwer und ich habe vielen guten Leute . . können und es war toll, es macht“*). The range of vocabulary is moderate (*„ich habe vielen guten Leute . . können“*). However, the student seems somewhat distracted, which causes her to stumble.

Sample: 2C

Score: 2

The response is not readily comprehensible and does not clearly answer the prompt (*„Ich habe ein Arbeit. Und es tut mir Leid. Meine Arbeit ist nicht gut. Aber es will zu nur Arbeit. Ich hat schlafen nicht. So meine Arbeit ist nicht gut.“*). The response shows minimal control of basic structures and scarcely any range of vocabulary. Overall, it suggests incompetence.

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Directed Response 3

Overview

The prompt intended for students to solve a problem and make suggestions. The hope was that they would address both parts of the problem (no keys and parents not home). This also gave them a chance to answer using the subjunctive.

Sample: 3A

Score: 5

This appropriate and meaningful response hints at excellence. The student provides several suggestions on how to solve the problem. Vocabulary range is good (*"Du kannst zu meine Hause kommen, weil meine Eltern sind zu Hause. Wir können ein Film schauen und Popcorn essen. Das ist viel Spaß für mich. Du . . . wann deine Eltern nicht zu Hause kommen, dann du kannst zu meine Hause schlafen für ein Nacht. Wir sind gute Freunde."*). While the delivery has more than minimal strain and stumbling, the amount of information the student provides compensates for this.

Sample: 3B

Score: 4

The student successfully responds to the prompt, demonstrating competence. The answer is meaningful, although the delivery is halting and strained. Vocabulary range is moderate (*"Vielleicht hast du eine andere, eine andere, andere Schlüssel. Vielleicht könntest du bei ein'm Freund bleiben bis seine Eltern."*).

Sample: 3C

Score: 1

This sample is a weak and not readily comprehensible response to the prompt (*"Deine Eltern ist im, dein Eltern ist im, am die Supermarket most probably Und es ist im verkaufen"*). The student shows minimal control of basic structures and scarcely any range of vocabulary, with significant strain and stumbling. Overall, the response suggests incompetence. One point was deducted because the student uses two non-German words.

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Directed Response 4

Overview

Very much like the immediately preceding question, but designed to be the most challenging one, this prompt provided an opportunity for students to solve a complex problem and to use the subjunctive.

Sample: 4A

Score: 6

This natural and meaningful response to the prompt suggests excellence. The student provides several suggestions on how to solve the problem and uses a very good range of vocabulary (*“Ich habe ein Auto und direkt nach der Schule können wir nach dein Haus fahren und wir können deine Sache bekommen und dann wir können zurückkommen und du kannst gehen zu deiner Fußball”*). The delivery demonstrates ease of expression, even though the student stumbles a couple of times.

Sample: 4B

Score: 3

This response adequately addresses the question and suggests competence. The listener needs to think about the answer to fully comprehend what the student wants to convey (*“Du könntest anderen Sportspieler vor Sportsachen fragen. Ich habe ein bisschen Sportsachen so wie ein Fußball und.”*). The range of vocabulary is limited, and delivery is halting and strained.

Sample: 4C

Score: 2

This response addresses the question, but it is barely adequate (*“Ich habe ein Auto. So vielleicht kann ich dir einen ride geben”*). The student does not explain why having a car is the solution to the problem, and the listener has to fill in the missing information. Vocabulary range is limited. Overall, the response suggests competence. One point was deducted from the score because the sample contains fewer than 15 words.

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Directed Response 5

Overview

The prompt offered the chance to talk about an upcoming experience. The question was easily understood by most students.

Sample: 5A

Score: 6

This natural and meaningful response suggests excellence. The student provides both detailed information about his travel plans and contextualizes them. He uses a very good range of vocabulary and idiomatic expressions (“*Seit, seit meiner Kindheit war mein Traum eine Reise um die Welt zu machen und jetzt kann, endlich habe ich die Chance meine, mein, meine Traum zu realisieren und deswegen wird ich eine Reise um die Welt machen und alle Länder sehen*”). The answer is characterized by ease of expression, with minimal strain and stumbling.

Sample: 5B

Score: 4

This response offers a meaningful answer to the question by describing where the student is going and why (“*Nächsten Sommer möchte ich nach Deutschland gehen, weil ich das Schloss Neuschwanstein seh'n, sehe. Also ich möchte Berlin sehen.*”). Vocabulary range is moderate, and delivery is deliberate and halting. This sample demonstrates competence.

Sample: 5C

Score: 2

This weak language sample suggests incompetence (“*Ja, ich gehe aufs ein Reisen nach Hawaii. Wir gehen im Juli.*”). The student shows minimal control of basic structures with significant strain and stumbling. One point was deducted from the score because the response contains fewer than the required 15 words.

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Directed Response 6

Overview

The intent of the final item is to give the students a positive conclusion to the speaking section. The expected response to this question was a list of things one does to help: go shopping, help clean the house, and so forth.

Sample: 6A

Score: 5

This appropriate and meaningful response hints at excellence. The student uses complex structures to explain her suggestion (*“Meine Mutti hat noch nicht . . . das Essen gekocht. Vielleicht kannst du heute . . . bei mein'm Haus . . . gehen und uns helfen das Essen zu kochen, weil es ist so viel, weil so viele Personen . . . kommen. . . Ja”*). Range of vocabulary is good. Although there is some halting in the answer, there are also moments of real fluidity.

Sample: 6B

Score: 3

The sample provides a meaningful response to the prompt by suggesting what the other person should do for the party (*“Du kannst mit das Essen helfen. Ich brauche viel Kuchen und Keksen. Du must.”*). The range of vocabulary is limited, and the delivery is halting. Overall, this response demonstrates competence. One point was deducted because the answer contains fewer than 15 words.

Sample: 6C

Score: 2

Even though it is only a partial response, the answer does address the prompt (*“Es tut mir Leid, aber ich muss arbeitet . . . so ich kann du nicht helfen. Also ich kann, ich habe keine Geld, so ich kann nicht”*). There is scarcely any range of vocabulary, and the delivery is very halting and strained. The student's command of the language is weak, suggesting incompetence.