



AP[®] German Language 2008 Scoring Guidelines

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Part A–1: Paragraph Completion

Item #	Words
1	auf, über
2	Leid, leid
3	geschrieben, geschickt, gesendet, gesandt, verfasst, zurückgeschickt, zurückgeschrieben, gemailt, gemailt, beantwortet
4	Hausaufgaben, Projekte, Referate, Seminararbeiten, Aufgaben, Übungen, Sachen, Dinge, Aufsätze, Essays, Hausarbeiten
5	mit
6	Ihr, ihr
7	der, dieser, uns(e)rer, meiner, eu(e)rer
8	noch
9	Stelle, Arbeit, Beschäftigung, Teilzeitbeschäftigung, Anstellung, Stellung, Arbeitsstelle, Teilzeitarbeit, Teilzeitstelle
10	nach
11	der, welcher
12	mich, uns, alle, uns alle, Bettina, sie, manchmal, oft, schon, eigentlich, immer
13	studiert, lehrt, unterrichtet, macht, mag, beschäftigt sich mit, interessiert sich für, + <i>all Imperfekt</i>
14	wir
15	Wochenende, Jahr, Semester
16	der, von
17	weil, da, daß, dass
18	will, möchte, werde, wollte, könnte
19	dagegen
20	damit, so dass, so daß, sodass, sodaß

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Part A–2: Composition

- 9–8 Excellent to very good** *Demonstrates excellent to very good control of the language.*
- Broad command of structure, syntax, idiomatic usage, and vocabulary.
 - Obvious fluency.
 - 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** *Demonstrates good command of the language.*
- Good, although not always accurate, structure, syntax, idiomatic usage, and vocabulary.
 - General fluency with some awkwardness of expression.
 - 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** *Demonstrates acceptable to adequate use of the language.*
- Basically competent in the language with regard to structure, syntax, and range in idiomatic usage and vocabulary.
 - Occasional signs of fluency.
 - 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** *Demonstrates weak use of the language.*
- Less than adequate language skills.
 - Few transitional elements.
 - Numerous errors.
 - Frequent use of non-German syntax and language patterns.
 - Sometimes forces interpretation.
 - Lack of occasional redeeming features, such as correct grammatical structures or range of vocabulary, lowers the score to a 3.

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Part A–2: Composition (continued)

- 2–1 Incompetent** *Demonstrates incompetence in the language.*
- Little or no sense of syntax and few vocabulary resources.
 - Ineffective use of or lack of transitional elements.
 - A response that is essentially a Germanized version of another language or gobbledygook lowers the score to a 1.
- 0 Irrelevant**
- 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).

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Part B: Directed Responses

6	Very good to excellent	<i>Suggests excellence.</i> <ul style="list-style-type: none">• Natural and meaningful response to the prompt.• Very good range of vocabulary.• Complex 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.• Complex 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.• 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 “<i>ich-verstehe-nicht</i>” response, a clear evasion, deliberate nonsense, obscenities, or a non-German response. Or no attempt is made (although the 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.

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Part B: Picture Sequence

6	Very good to excellent	<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 idiomatic usage.
5	Good	<i>Demonstrates competence.</i> <ul style="list-style-type: none">• Story is well related.• Moderate level of fluency.• Complex structures may well be correct.• Successful self-correction.• Good range of vocabulary and idiomatic usage.• Little awkwardness of expression.
4–3	Adequate	<i>Suggests competence.</i> <ul style="list-style-type: none">• Story is cohesive, or for the most part cohesive.• Signs of fluency.• Some errors in basic structures.• Some successful self-correction, especially for a 4.• Moderate range of vocabulary and idiomatic usage.• 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 little idiomatic usage.• 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 the 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.