
AP[®] German Language and Culture

Sample Student Responses and Scoring Commentary

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Question 3: Conversation

5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

AP® German Language and Culture 2022 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides some required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration 	<ul style="list-style-type: none"> Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> Minimal or no attention to register 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the conversation 	<ul style="list-style-type: none"> Use of register may be inappropriate for the conversation with several shifts 	<ul style="list-style-type: none"> Generally consistent use of register appropriate for the conversation, except for occasional shifts 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the conversation
<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) improves comprehensibility

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Question 3

Note: Students' responses are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having students engage in a simulated conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of the 5 turns. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterances. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task.

The course theme for the conversation task was Personal and Public Identities. In the task, the student had a simulated conversation with Christina, another student.

The student needed to respond to the following five audio prompts:

1. Christina comments on how busy people are and asks what the student still has to get done today.
2. Christina mentions that she wants to get a tattoo, saying she thinks a tattoo could be great. She then asks the student their opinion of tattoos.
3. Christina says that she hates it when everyone looks the same and proclaims that she wants to be different. She then asks the student if they place importance on having their own personal style.
4. Christina says that her parents are against tattoos and goes on to say that she is 18 and does not need her parents' permission. She could have it done and only tell her parents about it later. She asks the student what the student would do in her position.
5. Christina comments that she will maybe go to the tattoo studio on Friday and asks the student if they would like to come along or if they already have plans.

Sample: 3A

Score: 5

Transcript of Student's Response(s)

1. *Heute habe ich eigentlich so viel zu tun, ah zuerst muss ich den Rasen mähen und danach muss ich das Geschirr spülen. Ich habe viel zu tun zu Hause, aber ich muss auch arbeiten und Schulhausaufgaben machen. Ich habe Mathehausaufgaben, Englischhausaufgaben und auch Biohausaufgaben. Und für Arbeit muss ich ins Café gehen, da arbeite ich. Ah zu Hause muss ich*
2. *Also meiner Meinung nach Tattoos ist, dass ich glaube sie blöd sind. Eigentlich sind Tattoos ah zu gefährlich für mich, weil ah du kannst ah sich weh tun auf dein auf dein Kopf oder wo immer du das kriegst, und auch sind Tattoos echt teuer und sie bleiben mit dir dich für dein ganzes*

Question 3 (continued)

3. *Für mich ist Stil eigentlich ganz wichtig. Ah ich ich war da für meine Klamotten und ah die Hemde und die Hose, die ich trage, sind immer teuer und ah billige Klamotten mag ich nicht, weil sie unbequem sind und Stil und wie ich aussehe ist auch für mich ganz wichtig, weil ich ah der Meinung*
4. *Also an deiner Stelle würde ich sicherlich tatuieren. Deine Eltern ah können dich nicht sagen, dass du nicht ein Tattoo kriegen kannst, weil du achtzehn bist und und darum glaube ich, dass du für dich was immer du willst machen, weil du du kannst so viel machen, weil du achtzehn bist und dann glaube ich natürlich dass du*
5. *Also ich würde so gern mit dir kommen, aber leider muss ich viel machen. Als als schon erwähnt ich arbeite ins Café und dann muss ich von drei Uhr bis zehn Uhr an diesen Tag arbeiten und ich muss auch mehr zu Hause helfen. Ich muss mein Weg mein Räum ah mein Zimmer aufräumen und auch Geschirr wieder zu*

Commentary

This response presents a series of responses that are clearly appropriate in the context of the task. The required information is given with frequent elaboration (list of activities in turn 1 includes “Rasen mähen,” “Geschirr spülen,” “Schulhausaufgaben,” and work in a café). The student rejects the idea of tattoos (“gefährlich”; “teuer”) and substantiates the answer for turn 3 by claiming that style is important (“Für mich ist Stil eigentlich ganz wichtig”) and that cheap clothing is uncomfortable. The suggestion to the interlocutor (“an deiner Stelle würde ich sicherlich tatuieren”) is logical and reasoned (“weil du achtzehn bist”). The responses are detailed and fully understandable with ease and clarity of expression, and the occasional errors do not impede comprehensibility (“weil ah du kannst ah sich weh tun auf dein auf dein Kopf”). The vocabulary (such as “kriegen”) is varied and appropriate (“zuerst”; “als schon erwähnt”). Overall, the language is not flawless but nevertheless accurate and grammatically complex. Additionally, the student successfully self-corrects (“Räum” becomes “Zimmer”). Overall, these responses are a strong performance in interpersonal speaking and received a score of 5.

Sample: 3B**Score: 3****Transcript of Student’s Response(s)**

1. *Oh ja, ich habe . . vi- vielen heute machen. Und ja, ich, ahm . . ich fahr mit meinem Bruder ah. Ich habe er mit Hausaufgaben gehilft so ja, ich*
2. *Oh ich denke Tattoos sind sehr cool und ich habe k- kein Tattoos aber ja, ich möchte Tattoo ahm ein oder zwei Tattoo, so ja da- das ist sehr cool, ich ich mag das.*
3. *Ahm, ich weiß nicht, ahm es kann sehr wichtig sein . . aber ja, as- es ist ein . . es ist ah nicht so einfach für beantworten.*
4. *Ahm, du sind achtzehn so . . du kannst ein Tattoo. Ahm ja, die Eltern sind wichtig, aber . . es ist deine*
5. *Ah, ja, ich musste ah ah mit mein Mutter sprachen aber ja, ahm ich sollst ahm . . mitkommen, ja.*

Commentary

This response demonstrates somewhat appropriate exchanges (“Tattoos sind sehr cool”). Turn 1 is only somewhat appropriate because it refers to the past. Turn 3 is only somewhat appropriate because it does not directly answer the question about the importance of style. The response is generally understandable. While there is a lot of language, much of it is basic and repetitive, such as

Question 3 (continued)

“*wichtig.*” Several sentences also remain incomplete (“*du sind achtzehn so . . du kannst ein Tattoo*”). The responses demonstrate some control of grammar but often rely on simple modal constructions, such as “*ich möchte Tattoo*” and “*ich musste ... mit mein Mutter sprachen.*” While there is evidence of some higher-level vocabulary use, such as the correct use of “*beantworten,*” the general quality of the responses is only somewhat appropriate. The overall performance is fair and received a score of 3.

Sample: 3C

Score: 1

Transcript of Student’s Response(s)

1. *Hallo, ich sind ein wienbinworten die fragt ast beschreibt ein . . mit wie fragt.*
2. *Ich nicht habe eine . . wie mit Tattoo isch an . . der begonnen sie selt eine Frag . . und helfen zu . .*
3. *Ja, ist innen eine richtig und wir und machen eine Vorschlag beorten die Frage.*
4. *Meine Mutter hatte eine ein zwei Tattoo und meine Vater habe . . nicht habe eine Tattoo und meine Elteren . . so hab ein eins wie . .*
5. *Ich bin kommen aus zu . . ich bin kommen Vorschlag und Urlaub.*

Commentary

The responses unsuccessfully endeavor to maintain the exchange as they provide little required information in each turn. Many of the responses are taken from the conversation outline (“*beorten die Frage*”; “*machen eine Vorschlag*”). The responses refer sporadically to the task (“*Meine Mutter hatte eine ein zwei Tattoo*”). They have very few original vocabulary resources. The pronunciation is also difficult to comprehend. The responses are a poor performance in Interpersonal Speaking and received a score of 1.