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# AP<sup>®</sup> 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 present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

AP® German Language and Culture 2023 Scoring Guidelines

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

**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 although recording equipment is functioning**

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### Question 3

**Note:** Students' responses are quoted verbatim and may contain 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 the student respond as part of a simulated oral 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 5 turns in the conversation. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterance.

The course theme for the conversation task was Contemporary Life (*Alltag*). In the task, the student had a simulated conversation with their friend Florian, another student, who wants to talk about his passion for cooking.

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

1. Florian comments on not having seen the student for a long time and asks how they are and what's new.
2. Florian continues with news about himself, namely that he is currently participating in a cooking course, and that he now often cooks for his entire family, preferably Italian food. He asks if the student's family often cooks at home.
3. Florian finds the answer interesting and then explains that he would like to make his hobby into a profession. He tells the student that he will be doing an internship at a restaurant this summer. He then asks the student about their plans for the summer.
4. Florian likes the student's plans and explains that he really wants to become a chef, but that his parents are opposed to the idea. They want him to go to medical school so that he can earn lots of money later. Florian says, however, that is not interested in that, and states that money is not the most important thing in life. He asks whether the student agrees.
5. Florian says that he'll think about it. Then he asks the student if they would like to join him on the weekend to do some cooking, unless they have some other plans already.

#### Sample: 3A

#### Score: 4

#### Transcript of Student's Response(s)

1. *Es geht mir gut. Wie geht es dir? Ich habe sehr viel gemacht über die Wochenende. Uh*
2. *Ich koch oft nicht. Aber meine Mama und Papa kocht sehr viel. Sie often kocht amerikanische Essen, weil wir kommt from Amerika. Wir haben letztes Jahr hier in Deutschland gekommen. Und es macht sehr viel Spaß zu*

**Question 3 (continued)**

3. *Uh. Nein, ich weiß nicht. Ich habe sehr viel, dass ich konnte machen. Das ich dass was ich wollte machen aber ich habe nicht über es sehr viel gedankt. Aber hoffentlich kann ich Sport machen.*
4. *Ja es ist . . Ich danke Geld ist nicht so wichtig aber du brauchst Geld. Du auch brauchst Geld in deine Leben. Aber ich denke du du sollte was du mochte machen, und wenn deine Eltern sagen nicht, dann du kann selbst wegen dann.*
5. *Jawohl, ich wollte lieben du helfen. Ich habe keine, das ich wollte machen. Das ich, das ich haben über die Wochenende. Aber ja, ich ich wollte dir helfen. Das wird sehr viel Spaß machen.*

**Commentary**

The response constitutes a good performance in Interpersonal Speaking. It maintains the exchange with a series of answers that are generally appropriate within the context of the task. Almost all information required by the conversation outline is provided (only the requirement to greet the interlocutor Florian in turn 1—“*Sie: grüßen und beantworten die Frage*”—is not met). In each turn of the conversation the student engages with Florian’s situation and with his questions, but some turns lack elaboration. For example, in turn 1 the student says “*Ich habe sehr viel gemacht über die Wochenende,*” but does not provide other information beyond that. Other turns use the language incorrectly when trying to elaborate, as in turn 4 (“*Aber ich denke du du sollte was du mochte machen, und wenn deine Eltern sagen nicht, dann du kann selbst wegen dann.*”). The word “*wegen*” makes little sense here—the student perhaps intended to use “*wählen.*” A similar mix-up of phonetically similar words is apparent in the phrase “*ich habe nicht über es sehr viel gedankt,*” where “*gedacht*” would have made better sense. Overall, though, the vocabulary in the response is mostly appropriate and allows the student to get numerous points across (“*Ich habe sehr viel gemacht über die Wochenende.*”; “*Geld ist nicht so wichtig aber du brauchst Geld.*”). The response shows a general control of grammar and syntax despite some errors in subject-verb agreement (e.g., “*weil wir kommt from Amerika*”); consistent errors in word order count only as one error and do not impede comprehensibility. Both in task completion and in various linguistic skills, the preponderance of evidence from this response corresponded with descriptors in the scoring guidelines for the score point of 4; therefore, it received a holistic score of 4.

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

1. *Hallo Florian. Mir geht es sehr gut. Und du? Ich denke, die Magazine ist sehr schön. Und was meinst du? . . Denkst du auch?*
2. *In meine Familie, meine Mutter kocht und meine Oma kocht auch. Meine Mutter . . Meine Mutter ist . . Ich lerne*
3. *Dieses Sommer ich zu die . . ich zu meine Familie besuchen. Und wir . . wir feiert meine Geburtstag. Und meine*
4. *Ich denke, das ist eine gute Idee. Und zu . . Du kannst kochen und Geld sparen. Und dann du*
5. *Ja, ich habe Zeit. Ich kö-, ich kann mit dir kochen helfen . . Wo ist deine Adresse? . . Und muss ich Ding*

**Question 3 (continued)****Commentary**

The response is a fair performance in Interpersonal Speaking. It maintains the exchange with a series of responses that are somewhat appropriate. It provides most required information and at a basic level engages with the interlocutor's questions, but the connection between the interlocutor's situation and the student's further commentary is not always clear. Turn 1 is a good example of this ("*die Magazine ist sehr schön*"), as is turn 4 ("*das ist eine gute Idee. Und zu . . . Du kannst kochen und Geld sparen.*"). The response attempts to elaborate but is not successful ("*Meine Mutter ist . . . Ich lerne*"). It is generally understandable but has errors that may impede comprehensibility ("*Dieses Sommer ich zu die . . . ich zu meine Familie besuchen.*"). The vocabulary is appropriate for the task but remains basic. Although the response shows correct usage of modal verbs, there is not enough use of complex language to suggest general control of grammar, syntax, and usage. When the response tries to use more complex language, it is not successful ("*Dieses Sommer ich zu die. Ich zu meine Familie besuchen.*"). Although the pronunciation is clear, the pacing throughout the response is halting and contributes to making the end of the conversation only generally comprehensible. Overall, the response is a fair performance, which earned a score of 3.

**Sample: 3C****Score: 2****Transcript of Student's Response(s)**

1. *Hello Florian. Ich bin gut.*
2. *Ja. Alles der Zeit. Es ist mei Lieblingsaktivität.*
3. *Ja. Das ist sehr gut Florian.*
4. *Ich denke das ist sehr cool, Florian. Das ist eine gute Idee.*
5. *Ja. Ich kann helfen.*

**Commentary**

This response is a weak performance in Interpersonal Speaking. It only partially maintains the exchange by providing just some of the required information. In turn 1 the response shows very few vocabulary resources and provides little information. In turn 2 the response provides some information to the question about whether they cook at home: "*Ja. Alles der Zeit. Es ist mei Lieblingsaktivität,*" but an attempt to say more is unsuccessful. The shorter-than-normal response duration here and in other turns appears to be the result of the pause button being pressed between turns. In turn 3 the response does not complete the task of answering the question about summer plans. Turn 4 shows limited vocabulary, as the student latches onto the interlocutor's question "*Was denkst du?*" with "*Ich denke das ist sehr cool,*" and, thus, does not deliver the required opinion on the substance of the interlocutor's remark, where it is clear that Florian is asking whether money is the most important thing in life. The final turn is answered very minimally with "*Ja. Ich kann helfen.*" As a whole, this response shows limited control of grammar and limited vocabulary resources and provides only some required information, with responses that do not relate to the prompts in turns 3 and 4. Overall, the response is weak and received a score of 2.