
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 2021 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 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. In the task, the student had simulated conversation with Paula, another student.

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

1. Paula asks how the student is doing and inquires about any news in the student's life.
2. Paula says her smartphone is broken and she needs it urgently. She asks what she should do.
3. Paula appreciates the advice but continues to complain how her broken phone will complicate her life. Then she mentions the school rules about smartphone use and asks the student's opinion about an upcoming ban on smartphones in school.
4. Paula complains about other school rules, particularly no eating in class. She asks the student's thoughts on that rule.
5. Paula states she is hungry now and suggests going to a restaurant, unless the student has other plans.

Sample: 3A

Score: 5

Transcript of Student's Response(s)

- *Hallo Paula. Äh mir ist gut ah lass so nicht viel passiert heute, denn ich bin die ganze Tag in die Schule geblieben. Äh ich habe sehr viele Prüfungen gemacht, also habe ich ein sehr schwerer Tag gehabt. Ähm ich b., ich gehe [beep]*
- *Das ist sicherlich nicht gut. Äh ich schlage vor, um äh es gegen es, gegen deine Eltern zu sagen. Also sie es eine Neue kaufe können, aber, um aber wenn sie nicht genug Geld habe, um eine Neue zu kaufen [beep]*
- *Ja, ich habe das auch gehört. Äh meiner Meinung nach ist es ein guter Idee also wir könnten da, äh wir könnten denn mehr, wir könnten denn besser konzentrieren . . und ich denke, wir lernen darum auch mehr äh als wir das machen.*
- *Ich finde es auch okay, um äh um während Untressen . . zu essen denn ich mache, ich mache es die ganze Zeit. Jede Tag beim Unterricht esse ich etwas. denn da., ich kann besser konzentrieren als ich etwas gegessen [beep]*
- *Ja ich finde es ein sehr gutes Idee, um irgendwo essen zu gehen. Äh wir könnten zu ein, das äh das italienische Restaurant gehen um die Ecke, denn ich habe gehört, dass das Essen da sehr lecker ist und sie haben da auch äh sehr gute [beep]*

Question 3 (continued)

Commentary

This response constitutes a strong performance in Interpersonal Speaking. The student maintains the exchange with a series of responses that is clearly appropriate within the context of the task. The response includes all required information and frequent elaboration throughout (*Äh ich habe sehr viele Prüfungen gemacht also habe ich ein sehr schwerer Tag gehabt; Äh wir könnten zu ein, das äh das italienische Restaurant gehen um die Ecke denn ich habe gehört, dass das Essen da sehr lecker ist*). The ease and clarity of the response make it possible for the student to elaborate frequently as well. The response displays accuracy and variety in grammar in constructions (*...meiner Meinung nach ist es ein guter Idee, irgendwo essen zu gehen and ich mache es die ganze Zeit*). There are a few errors (*ich bin die ganze Tag in die Schule geblieben and aber wenn sie nicht genug Geld habe*), but these errors do not impede comprehensibility. The pacing, intonation, and pronunciation make the response comprehensible. Overall, this is a strong response to the prompt, and accordingly earned a score of 5.

Sample: 3B

Score: 3

Transcript of Student's Response(s)

- *Oh danke, ich bin gut. Ähm nicht so viele ist neue. Ich habe ein Hundin und sie ist sehr süß aber ähm, das ist alle. Ähm es ist ein bisschen langweilig jetzt aber das ist okay, langweilig ist gut, ähm.*
- *Oh das ist, das ist sehr nicht gut. Aber es ist all, äh ein gute Idee zu äh, äh, äh, der Sturm äh, for da Smartphone äh, nicht mehr machen. Äh turn der Smartphone off und an, äh ein andere Zeit.*
- *I mean, ich mag das nicht so viele, aber ich verstehe. Es ist gut, dass wir haben der Smartphone nicht. Ich denke, dass es ist viele viele viele nicht gut für der Schule um. Ich kann nicht funktioniert gut [beep]*
- *Oh ja, ich denke, das ist auch blöd. Warum kann ich nicht essen? Es ist nicht ein Dinge for andere studieren. Ich, ich müsse meine Hunger . . Äh ich müsse ess, muss essen, wann ich habe Hunger [beep]*
- *Oh ja, ich, ich würde auch essen gehen. Ich würde ein Hamburger. Es, das mach schmeck. Oh und Vanilleeis. Das, das sind gut! Aber es ist so lange, da 'st ein schwerer Fahrrad..Fahrt.*

Commentary

This response constitutes a fair performance in interpersonal speaking. The student provides a series of responses that is somewhat appropriate within the context of the task. Though the response provides most of the required information, there is often a question as to the appropriateness, such as in the 2nd turn, where the interlocutor asks what to do because her smartphone is broken and the student replies *Äh turn der Smartphone off und an, äh ein andere Zeit*. The response displays some control of grammar (*Ich kann nicht funktioniert gut*), but the response contains multiple errors that may impede comprehensibility (*Aber es ist all, äh ein gute Idee zu äh, äh, äh, der Sturm äh, for da Smartphone äh, nicht mehr machen*). Basic, though appropriate, vocabulary is used throughout; the English words also show basic vocabulary resources. The response's slower pacing and repetition do not allow for any significant elaboration to take place, and the attempts at self-correction occasionally impede comprehensibility (*Äh ich müsse ess, muss essen*). This fair performance earned a score of 3.

Sample: 3C

Score: 2

Transcript of Student's Response(s)

- *. . Ich bin sehr gut, und du?*
- *. . Du musst deine Eltern . . zu gehen. Du kannst eine neue Handy gehen . . oder du kannst bis dann mein verlieren.*
- *. . Ich hätte eine . . äh nicht so schnell . . Handy.*

Question 3 (continued)

- *Ich muss essen zu konzentrierten . . Wenn ich nicht essen, ich kann nicht konzentrierzten . . Äh . . das Essen ist sehr . . wichtig.*
- *Ja, ich kann essen gehen. Ich habe Hausaufgabe aber ich kann . . später . . machen.*

Commentary

This response constitutes a weak performance in Interpersonal Speaking. The student only partially maintains the exchange with the interlocutor and at times gives responses that are minimally appropriate. For example, in the 3rd turn the interlocutor has asked for the student's opinion on permitting smartphones in the classroom, but the student replies *Ich hätte eine . . äh nicht so schnell . . Handy*. Some required information is given, such as in turn 4 (*Wenn ich nicht essen, ich kann nicht konzentrierten*) and turn 5 (*Ja, ich kann essen gehen*). There are, however, errors which force interpretation and cause real confusion for the listener, as in turn 2 (*Du kannst eine neue Handy gehen . . oder du kannst bis dann mein verlieren*). The vocabulary, idiomatic language, and control of grammar, syntax, and usage are overall limited (*Ich bin sehr gut*), despite some correct usage. The pacing and pauses make the response difficult to understand at times. Overall, this response was rated a weak performance and earned a score of 2.