



AP[®] German Language 2003 Scoring Guidelines

The materials included in these files are intended for use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program[®]. Teachers may reproduce them, in whole or in part, in limited quantities for noncommercial, face-to-face teaching purposes. This permission does not apply to any third-party copyrights contained herein. This material may not be mass distributed, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here.

These materials were produced by Educational Testing Service[®] (ETS[®]), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com

Copyright © 2003 College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, AP Vertical Teams, APCD, Pacesetter, Pre-AP, SAT, Student Search Service, and the acorn logo are registered trademarks of the College Entrance Examination Board.

AP Central is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service. Other products and services may be trademarks of their respective owners.

For the College Board's online home for AP professionals, visit AP Central at apcentral.collegeboard.com.

**AP[®] GERMAN LANGUAGE
2003 SCORING GUIDELINES**

Composition

<i>Upper Range</i>	
9-8	Demonstrates superiority through outstanding control of the language with regard to structure, syntax, idiomatic usage, and vocabulary. The student makes few significant errors and demonstrates a broad command of the language and obvious fluency. An 8 is less impressive with regard to structure and syntax, or range in idiomatic usage and vocabulary.
7	Demonstrates strong command of the language with, however, some grammatical inaccuracies and errors, and some awkwardness of expression. Shows very good, although not always accurate, use of vocabulary and idioms. Errors do not detract from the generally clear demonstration of competence and control.
6-5	Demonstrates good to acceptable use of the language. The student is basically competent in the language although less impressive with regard to structure and syntax or range in idiomatic usage and vocabulary. Occasional serious errors. Occasional signs of fluency. Recurring questions about sustained control of the language lower the score to a 5.
<i>Lower Range</i>	
4-3	Demonstrates weak use of the language. The student demonstrates less than adequate language skills. Numerous errors and frequent use of non-German syntax and language patterns. Contains sentences that paraphrase or repeat what has essentially been stated earlier or sentences that force interpretation. The lack of occasional redeeming features, such as correct advanced grammatical constructions or range of vocabulary, lowers the score to a 3. Note: Occasional grammatically correct simple sentences are not redeeming features.
2-1	Demonstrates incompetence in the language. The student shows little or no sense of syntax and few vocabulary resources. A response that is essentially a Germanized version of another language or gobbledygook lowers the score to a 1.
0	Is entirely blank, consists of fewer than 50 words, does not attempt to address the topic, is written in a language other than German, appears to be a composition prepared ahead of time, or the following: obscenities, nonsense, poetry, drawings, etc.

DEDUCT ONE POINT if fewer than three sub-topics are addressed.

DEDUCT ONE POINT if the composition is essentially shorter than called for (135 words or fewer).

DEDUCT ONE POINT if the spelling errors are numerous, if the spelling is obviously phonetic, or if only capital letters are used.

NO more than 2 points may be deducted from any composition.

AP[®] GERMAN LANGUAGE 2003 SCORING GUIDELINES

Directed Responses

Individual responses scored holistically

- 5 VERY GOOD TO EXCELLENT *Suggests excellence*: Natural and meaningful response; ease of expression; impressive range of vocabulary and structures; more complicated structures, e.g. subordinate clauses, may well be correct.
- 4 GOOD *Demonstrates competence*: Meaningful response; good range of vocabulary and structures; more complicated structures, e.g. relative or subordinate clauses, may not always be correct; minimal strain or stumbling.
- 3 ACCEPTABLE *Suggests competence*: Adequate response; lesser range of vocabulary; command of basic structures with some significant errors; some strain or stumbling.
- 2 WEAK *Suggests incompetence*: Not readily comprehensible as a response; scarcely any range of vocabulary; limited command of basic structures with frequent errors; considerable strain or stumbling.
- 1 POOR *Demonstrates incompetence*: Incoherent response; unacceptable vocabulary or no range of vocabulary; lack of ability to deal with structures; near gobbledygook.
- 0 The sample contains obscenities, deliberate nonsense, is a clear evasion, or it is entirely blank or a non-German utterance.

DEDUCT ONE POINT if the response contains fewer than 15 words in German.

DEDUCT ONE POINT for including non-German words not currently used in German.

No more than one point may be deducted.

PRONUNCIATION or INTONATION that impedes comprehension may be used to tip the scale. Dialect coloring should not influence the grade.

**AP[®] GERMAN LANGUAGE
2003 SCORING GUIDELINES**

Picture Sequence

- 6 VERY GOOD TO EXCELLENT: *Suggests excellence*; story is complex and well related; high level of fluency and grammatical accuracy; very good range of vocabulary and idiom.
- 5 GOOD: *Demonstrates competence*; story is well related; demonstration of fluency; few structural* errors; successful self-correction; good range of vocabulary and idiom; little awkwardness of expression.
- 4-3 ADEQUATE: *Suggests competence*; story is cohesive; signs of fluency; some errors in basic structures; some successful self-correction (especially for a 4); moderate range of vocabulary and idiom. Recurring questions about the ease of expression, range, or control lower the score to a 3.
- 2 WEAK: *Suggests incompetence*; sample is disjunctive; frequent errors in basic structures; considerable strain or stumbling; narrow range of vocabulary and idiom; use of anglicisms or structures* that force interpretation.
- 1 POOR: *Demonstrates incompetence*; lack of ability to deal with structure; very few vocabulary resources and little or no sense of idiom.
- 0 NO PROJECTION: *Irrelevant speech sample*; responses not addressing the picture sequence, those that are off task (obscenities, nonsense, etc.), in a language other than German; entirely blank tapes.

DEDUCT ONE POINT if the student does not address a minimum of 4 pictures.

DEDUCT ONE POINT if the student gives a very brief description of the events (one minute or less).

PRONUNCIATION or INTONATION that impede comprehension may be used to tip the scale. Dialect coloring should not influence the score.

* Structure includes morphology and syntax.

**AP[®] GERMAN LANGUAGE
2003 SCORING GUIDELINES**

Paragraph Completion

- The maximum score possible is 20.
- The student receives full credit (1 point) for each blank if the word or words are correct both in meaning and form according to the context.
- If the blank is not filled in or the word or phrase is in any way incorrect (including capitalization), the student receives NO credit (0 points).
- More than one answer might be possible.
- Two or more words can make a correct answer (e.g., “in einer”).
- If the student gives several choices for one blank and all are correct, full credit is given; however, if any one of the choices is incorrect, no credit is given.

Acceptable Answers to Fill-Ins

-
1. als, dass, daß, weil, da
 2. mich, uns, die/unsere/unsre/meine Familie/Gastfamilie
 3. ein
 4. gelesen, bekommen, geöffnet, aufgemacht, aufgerissen, entdeckt, erkannt, gesehen, genommen, gepackt
 5. Um, ich versuchte
 6. finden, herausfinden, lesen
 7. sind, sind so
 8. Tag, Morgen, Nachmittag
 9. weit, weit weg, fern, so weit, weit entfernt, so weit entfernt
 10. schwimmen, baden, planschen, tauchen, angeln, surfen, fischen, schnorcheln, waten
 11. habe, hatte
 12. arbeitet, schuftet, arbeitete früher, arbeitete einmal, praktiziert, praktizierte früher
 13. Sohn, Jungen, Knaben, Buben
 14. Zeit, Freizeit, meiner Zeit
 15. zu
 16. ihnen, denen, Kindern, diesen Kindern, den Kindern, allen Kindern, der Familie, der Sprache, allen
 17. mit, zusammen mit
 18. der, meiner, einer, unserer, unsrer
 19. würde, hätte, könnte, dürfte, täte
 20. Herbst, Winter, Frühling, Sommer, Monat, Urlaub; Juni, Juli...
-