



AP[®] German Language 2007 Scoring Guidelines

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Part A–1: Paragraph Completion

Item #	Words
1	die; modifier + die (e.g., wohl); die + modifier (e.g., wohl); als die
2	als
3	Obwohl; Obgleich; Obschon; Auch wenn; Trotzdem; Wenngleich
4	der
5	gibt
6	haben; hatten
7	Auch; Sogar; Selbst; Vor allem; Und auch; Und
8	Jahre
9	begonnen; angefangen; gestartet; beendet; unterbrochen; abgebrochen
10	wurde; hat man; hatte man
11	Stadt; Hansestadt; Handelsstadt; Hafenstadt; Metropole; Musikstadt; Großstadt; Weltstadt
12	Am; an dem
13	eines (+ adjectives)
14	zum
15	Nachdem; Als; Sobald; Da; Weil; Bevor; Combination, e.g., Noch bevor; Doch sobald
16	kennen; schätzen
17	war; schien; gewesen ist; gewesen war
18	nach; in die Stadt
19	(unmittelbaren) Nähe
20	seine; die; Brahms'; des Musikers

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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.
 - Natural connections.
 - 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.
 - Appropriate connections.
 - 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.
 - Acceptable connections.
 - 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.
 - Paraphrases or repeats what has essentially been stated earlier.
 - Sometimes forces interpretation.
 - Limited use of connections.
 - Transitions often unsuccessful.
 - Numerous errors or frequent use of non-German syntax and language patterns. Lack of occasional redeeming features, such as correct advanced grammatical constructions or range of vocabulary, lowers the score to a 3. Note: Grammatically correct simple sentences are not redeeming features.

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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 connections and transitions.
 - A response that is essentially a Germanized version of another language or gobbledygook lowers the score to a 1.
- 0 Irrelevant speech sample**
- 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).

Deduct 1 point if the spelling errors are numerous, if the spelling is obviously phonetic, or if proper capitalization is not evident.

No more than 1 point may be deducted.

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Directed Response

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

Dialect should not influence the score.

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Picture Sequence

6	Excellent to very good	<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 idiom.
5	Good	<i>Demonstrates competence.</i> <ul style="list-style-type: none">• Story is well related.• Moderate level of fluency.• More complicated structures may well be correct.• Successful self-correction.• Good range of vocabulary and idiom.• 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 idiom.• 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 idiom.• Use of 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 microphone is turned 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.

Dialect should not influence the score.