



AP[®] Spanish Language 2006 Scoring Guidelines Form B

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**AP[®] SPANISH LANGUAGE
2006 SCORING GUIDELINES (Form B)**

Fill-ins

The fill-ins part of the exam consists of two exercises: a passage and a series of sentences. In the *passage* students should write *one word*. In the *sentences* students may have to use *more than one word*. This may mean:

1. A simple tense (visitaría), an infinitive (volver), a gerund (creyendo), etc.
 2. A compound tense (“hemos llegado”)
 3. A reflexive construction (“se dio”)
- **Not acceptable** are progressive constructions (“estamos esperando”) or periphrastic constructions that use infinitives (“tenemos que esperar,” “voy a salir”)
 - If a student writes more than one answer in the blank, *all* answers must be correct in order to receive credit.
 - Even if no change is required in a suggested word, the student must write the word. “No change” or “No cambia” are not acceptable responses.
 - Answers with extra accents or missing accents are incorrect.
 - Students may use upper or lower case without penalty.

ACCEPTED ANSWERS FOR FILL-INS

- | | |
|-------------------------|--|
| 1. envuelve | 11. sintamos |
| 2. verme | 12. toquen |
| 3. otra | 13. leyó/había leído/hubo leído/hubiera-hubiese
leído/leyera/leyese |
| 4. mis | 14. pidiendo |
| 5. primero/primeramente | 15. hiciera/hiciese |
| 6. faltan | 16. huyeron |
| 7. este | 17. habrá |
| 8. transmitidas | 18. salía/había salido |
| 9. seres | 19. mide/medía |
| 10. la | 20. entrar |

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Composition

9 Demonstrates *Excellence* in Written Expression

- Relevant, thorough, and very well-developed treatment of the topic.
- Very well organized.
- Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern.
- Rich, precise, idiomatic vocabulary; ease of expression.
- Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation).

7–8 Demonstrates *Good to Very Good* Command in Written Expression

- Relevant and well-developed treatment of the topic.
- Well organized.
- Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures.
- Considerable breadth of vocabulary.
- Conventions of the written language generally correct.

5–6 Demonstrates *Basic to Good* Competence in Written Expression

- Relevant treatment of the topic.
- Adequate organization.
- Errors may occur in a variety of structures.
- Appropriate vocabulary; occasional second language interference may occur.
- May have errors in conventions of the written language.

3–4 Suggests *Lack of Competence* in Written Expression

- Relevant to the topic.
- May have inadequate organization.
- Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures.
- Limited vocabulary; frequent second language interference may occur.
- Frequent errors in conventions of the written language may be present.

1–2 Demonstrates *Lack of Competence* in Written Expression

- May be relevant to the topic.
- May be disorganized.
- Numerous grammatical errors that impede communication.
- Insufficient vocabulary; constant second language interference.
- Pervasive errors in conventions that may interfere with written communication.

0 Contains Nothing That Earns Points

- Blank or off task; mere restatement of the question; or completely irrelevant to the topic.

OJO: Scores may be lowered on essays shorter than 200 words.

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Picture Sequence

The AP Spanish Language Exam seeks to elicit a **SPEECH SAMPLE** sufficient to permit a **GLOBAL** evaluation. Students have been instructed to answer as fully as possible within the allocated two minutes. **ONE POINT WILL BE DEDUCTED** if the student gives a very brief description of the events (one minute or less). The overall evaluation should identify the **SUSTAINED** level of performance with regard to command of language structures, vocabulary usage, fluency, narration, and pronunciation.

9 Demonstrates *Excellent* Oral Expression

- Use and control of complex structures; very few errors with no patterns.
- Rich vocabulary used with precision.
- High level of fluency.
- Narration is thorough, detailed, and rich.
- Excellent pronunciation.

7–8 Demonstrates *Very Good* Oral Expression

- Use of complex structures but may contain more than a few errors.
- Very good vocabulary.
- Very good fluency.
- Narration tells the story very well.
- Very good pronunciation.

5–6 Demonstrates *Good* Oral Expression

- Control of simple structures, with few errors; may use complex structures with little or no control.
- Good range of vocabulary; anglicisms possible.
- Good fluency with occasional hesitance; some successful self-correction.
- Narration tells the story well.
- Good pronunciation.

3–4 Demonstrates *Poor to Fair* Oral Expression

- Limited control of simple structures; with errors.
- Narrow range of vocabulary with some anglicisms.
- Labored expression; minimal fluency.
- Narration tells the story but may force interpretation.
- Fair pronunciation; may affect comprehension.
- Some redeeming features.

1–2 Demonstrates *Lack of Competence* in Oral Expression

- Frequent errors in use of structures.
- Few vocabulary resources with frequent anglicisms.
- Little to no fluency.
- Fragmented speech sample relevant to story, which forces interpretation of meaning.
- Poor pronunciation that impedes comprehension.
- Few redeeming features.

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Picture Sequence (continued)

0 ***Irrelevant Speech Sample***

- Off task (e.g., obscenities, nonsense words, singing, sighs).
- Narrative irrelevant to pictures.
- No answer (although microphone is open and recording).
- “No sé”; “No entendí la pregunta”; or mere sighs or nonsense utterances.

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Directed Responses

The effectiveness and fullness of the speech sample will be taken into account in scoring each response.

4 ***EXCELLENT*—Clearly Demonstrates Competence**

- Response answers question thoroughly.
- Considerable ease of expression and high level of fluency.
- Wide range of vocabulary.
- Virtually free of errors in structure.
- Very good pronunciation.

3 ***VERY GOOD TO GOOD*—Demonstrates Competence**

- Response answers question well.
- Ease of expression and good fluency.
- Good range of vocabulary.
- Few errors in structure.
- Good pronunciation.

2 ***ACCEPTABLE*—Suggests Competence**

- Response addresses or answers question adequately.
- Some fluency with occasional hesitancy; may self-correct.
- Adequate vocabulary; few anglicisms.
- Some errors in structure.
- Pronunciation may interfere with communication.

1 ***WEAK TO POOR*—Suggests Incompetence**

- Response addresses question inadequately and may be unfinished due to lack of resources.
- Labored expression, halting; limited or no fluency.
- Few vocabulary resources.
- Limited control of structures; fragmented Spanish.
- Pronunciation interferes with communication.

0 ***UNACCEPTABLE*—Demonstrates Incompetence**

- Response clearly does not address the question.
- Clearly does not understand the question.
- “No sé” or “No entendí la pregunta.”
- No attempt made (although microphone is open and recording).
- Mere sighs or nonsense utterances.