



## **AP<sup>®</sup> Spanish Literature 2006 Scoring Guidelines**

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# AP<sup>®</sup> SPANISH LITERATURE 2006 SCORING GUIDELINES

## Question 1: Poetry Analysis

### 9 Demonstrates Superiority

- A very well-developed essay that **analyzes** clearly and thoroughly how suffering is presented in the poem.
- Accurately discusses how poetic language and devices are used in the poem to communicate this theme.
- Commentary is supported with specific textual references.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.
- Reader has no doubt that the student possesses a superior understanding of the poem and the question.

### 7–8 Demonstrates Competence

- A well-developed essay that **analyzes** how suffering is presented in the poem. Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are used in the poem to communicate this theme.
- Commentary is supported with specific textual references.
- May reveal some insight or originality.
- The reader may have to make some inferences because the essay is not always sufficiently explicit.
- May contain some errors, but these do not undermine the overall quality of the essay.
- The essay must include some treatment of the poetic language and devices used in the poem to merit a 7.

### 5–6 Suggests Competence

- Description and paraphrasing outweigh textual analysis.
- Student basically understands the question and the poem, but the essay is not well focused or developed.
- Erroneous and/or repetitive statements may intrude and weaken the overall quality of the essay.
- May require significant inferences because the response is not always explicit.
- An essay that does not address poetic language and devices must be good to merit a 5.

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### 3–4 Suggests Lack of Competence

- Essay is so general as to suggest that the student has not adequately understood the question and/or the poem.
- Poorly organized; focus wanders; comments are sketchy.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.

### 1–2 Demonstrates Lack of Competence

- Essay is chaotic, confused, or incorrect.
- It is clear the student has not understood the question or the poem.

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**Question 1: Poetry Analysis (continued)**

**0 No Credit**

- Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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**Question 2: Thematic Analysis**

**9 Demonstrates Superiority**

- A very well-developed essay that **convincingly and explicitly** compares how the two works selected treat the theme of social criticism.
- Analyzes appropriate examples from the chosen texts to support the response.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.

**7–8 Demonstrates Competence**

- A well-developed essay that **explicitly** compares how the two works selected treat the theme of social criticism.
- Provides appropriate examples from the chosen texts to support the response.
- May reveal some insight or originality.
- Any plot summary or description serves to support the comparison.
- The reader may need to make some inferences because the response is not always sufficiently explicit.
- May contain some erroneous information, but errors do not significantly affect the overall quality of the essay.

**5–6 Suggests Competence**

- Attempts to compare how the two works selected treat the theme of social criticism, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted comparison.
- Student basically understands the question and the texts, but the essay is not always well focused or sufficiently developed.
- May contain errors of fact or interpretation that detract from the overall quality of the essay.
- May require significant inferences because the response is not always explicit.
- If the essay deals with two works but does not provide a direct comparison, discussion must be good to merit a 5.

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**3–4 Suggests Lack of Competence**

- Student has not adequately understood the question and/or the text.
- May deal with only one work.
- Essay is poorly organized; focus wanders; sketchy.
- May consist almost entirely of plot summary.
- Erroneous or no comparison.
- Irrelevant comments may predominate.
- Possible prepared overview of the texts with limited connection to the question.
- May contain major errors or be so general as to suggest that the student is unable to deal competently with the question.

**1–2 Demonstrates Lack of Competence**

- Essay is chaotic, confused, or incorrect.
- The response demonstrates a lack of understanding of the question or unfamiliarity with the works chosen.

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**Question 2: Thematic Analysis (continued)**

**0 No Credit**

- Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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**Question 3(a): Text Analysis**

**5 Demonstrates Superiority**

- Accurate and thorough analysis of the effect of the use of mythological and historical references in the cited passage.
- Organization contributes to the quality of the response.
- Virtually no erroneous or irrelevant commentary.
- May show insight or originality.
- Clearly demonstrates superiority.

**4 Demonstrates Competence**

- Some analysis of the effect of the use of mythological and historical references in the cited passage.
- May contain some errors of fact or interpretation, but these do not significantly affect the overall quality of the response.
- Clearly demonstrates competence.

**3 Suggests Competence**

- Attempts to analyze the effect of the use of mythological and historical references.
- Basically understands and addresses the question and the cited passage.
- Errors, ambiguity, and/or incompleteness detract from the quality of the response.
- Paraphrasing may predominate.
- Reader may have to make some inferences.

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**2 Suggests Lack of Competence**

- Student has not adequately understood the question and/or the cited passage.
- May contain irrelevant comments, serious omissions, or major errors.
- May contain prepared overview of Rubén Darío or “A Roosevelt.”
- The reader is forced to make significant inferences.
- The response, at best, is weak.

**1 Demonstrates Lack of Competence**

- Fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or summary of the poem.
- Incorrect interpretation not supported by the cited passage.

**0 No Credit**

- Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

**Note:** Content scores for question 3 (3a and/or 3b) may each be lowered by one category when the student has not written two separate responses.

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**Question 3(b): Text Analysis**

**5 Demonstrates Superiority**

- Accurate and thorough explanation of the title's meaning as it relates to the cited verses.
- Organization contributes to the quality of the response.
- Virtually no erroneous or irrelevant commentary.
- May show insight or originality.
- Clearly demonstrates superiority.

**4 Demonstrates Competence**

- Convincing explanation of the title's meaning as it relates to the cited verses.
- May contain minor errors of fact or interpretation, but they do not significantly affect the overall quality of the response.
- Clearly demonstrates competence.

**3 Suggests Competence**

- Attempts to explain the title's meaning as related to the cited verses.
- Basically understands and addresses the question and the cited verses.
- Errors, ambiguity, and/or incompleteness detract from the quality of the response.
- Reader may have to make inferences.

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**2 Suggests Lack of Competence**

- Attempts to answer the question but does not do so adequately.
- Paraphrasing or summary of the poem outweighs commentary.
- May contain irrelevant comments, serious omissions, or major errors.
- May contain prepared overview of Rubén Darío or "A Roosevelt."
- The reader is forced to make significant inferences.
- The response, at best, is weak.

**1 Demonstrates Lack of Competence**

- Fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or summary of the poem.
- Incorrect interpretation not supported by verses 13–22.

**0 No Credit**

- Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

**Note:** Content scores for question 3 (3a and/or 3b) may each be lowered by one category when the student has not written two separate responses.

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## Language Usage

The AP Spanish Literature Exam tests the ability of students to write well-organized essays in correct and idiomatic Spanish. These scoring guidelines assess **the degree to which language usage effectively supports an on-task response to the question**. All the criteria listed below should be taken into account in categorizing the student's command of the written language as related to each literature question.

### 5 Very Good Command

- Infrequent, random errors in grammatical structures.
- Varied and accurate use of vocabulary.
- Control of the conventions of the written language (spelling, accents, punctuation, paragraphing, etc.).

### 4 Good Command

- Some errors in grammatical structures; however, these do not detract from the overall readability of the essay/response.
- Appropriate use of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, punctuation, paragraphing, etc.).

### 3 Adequate Command

- Frequent grammatical errors, but essay/response is comprehensible.
- Limited vocabulary.
- May have numerous errors in spelling and other conventions of the written language.

### 2 Weak Command

- Serious grammatical errors that force a sympathetic reader to supply inferences.
- Very limited and/or repetitive vocabulary.
- Pervasive errors in the conventions of the written language.

### 1 Inadequate Command

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary and control of the conventions of the written language.

### 0 No Credit

- Unintelligible, written in English, or off task.

**Note:** Both responses to question 3 receive one single language score.