



AP[®] Spanish Literature 2003 Scoring Guidelines

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**AP[®] SPANISH LITERATURE
2003 SCORING GUIDELINES**

Question 1: Análisis de Poesía

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes clearly and thoroughly the contrast between the two worlds that is presented in the poem. Accurately discusses the poetic language and devices used in the poem. Commentary is supported with specific textual references. Virtually no irrelevant or erroneous commentary. Demonstrates insight; may show originality. 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 the contrast between the two worlds that is presented in the poem. Addresses the poetic language and devices used in the poem. Textual analysis outweighs description and paraphrasing. Commentary is supported with specific textual references. May show originality or insight. The reader may have to make some inferences because the essay is not always sufficiently explicit. May contain minor errors, but these do not undermine the overall quality of the essay.

5-6 SUGGESTS COMPETENCE

Description and paraphrasing outweigh textual analysis. Student essentially understands the question and the poem, but the essay is not well focused or developed. Erroneous statements may intrude and weaken the overall quality of the essay. A good essay that does not validly address poetic language and devices may fall into this category.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the poem and/or the question. Poorly organized, focus wanders, comments are sketchy. Irrelevant comments may predominate. May contain major errors of interpretation. Essay is very general or vague.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, and incorrect. Reader is left with the certainty that the student has not understood the question or the poem.

0 NO CREDIT

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

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Question 2: Análisis temático

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that **both** *describes* the commingling of reality and fantasy in the chosen story **and** *explains* the meaning of that commingling. Provides appropriate examples from the text to support the response. Demonstrates insight; may show originality. Includes virtually no irrelevant or erroneous information. Convincingly explains the mixture of reality and fantasy within the story selected, as well as its meaning.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that **both** *describes* the commingling of reality and fantasy in the chosen story **and** *explains* the meaning of that commingling. May reveal some insight or originality. Provides appropriate examples from the text. Any plot summary supports the response. Reader may need to make some inferences because the essay 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

May consist largely of plot summary with little attention to the commingling of reality and fantasy in the chosen story **and** its meaning. Relatively superficial commentary. Student essentially understands the question, 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. Significant inferences are needed because the response is not always explicit. If the essay describes the commingling of reality and fantasy within the text but does not address its meaning, or vice versa, the treatment must be good to merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the question or the story. Poorly organized essay; focus wanders. Sketchy. May consist entirely of plot summary. Irrelevant comments may predominate. Possible prepared overview of the story or its author with limited connection to the question. May contain major errors or be so general as to suggest that the student is unable to answer competently.

1-2 DEMONSTRATES LACK OF COMPETENCE

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

0 NO CREDIT

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

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Question 3: Análisis de texto

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes clearly and thoroughly how the ideas expressed in the quotation are reflected in the Lazarillo de Tormes. Provides appropriate examples from the text. Demonstrates insight; may show originality. Virtually no irrelevant or erroneous information. Reveals a superior understanding of how the ideas expressed in the cited passage are reflected in the Lazarillo de Tormes.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that analyzes how the ideas expressed in the quotation are reflected in the Lazarillo de Tormes. Provides appropriate examples from the text. May reveal some insight or originality. Analysis outweighs description, and any plot summary present serves to illustrate how the ideas expressed in the quotation are reflected in the Lazarillo de Tormes. Reader may need to make occasional inferences because the response is not always sufficiently explicit or developed. May contain some erroneous information, but errors do not significantly affect the overall quality of the essay. In order to merit a score of 7, the essay must analyze how more than one idea from the quotation is reflected in the text.

5-6 SUGGESTS COMPETENCE

Plot summary outweighs analysis. Relatively superficial commentary. Student essentially understands the question, the quotation, and the Lazarillo, but the essay is not well focused or sufficiently developed. May contain errors of fact or interpretation that detract from the overall quality of the essay. Significant inferences are needed because the response is not always explicit. If the essay analyzes how only one idea is reflected in the text, it must be good to merit a score of 5.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the quotation, the question, or the Lazarillo. Poorly organized essay; focus wanders. Sketchy. May consist almost entirely of plot summary with little or no connection to the quotation or may restate the question or the quotation. Irrelevant comments may predominate. Possible prepared overview of the Lazarillo de Tormes with limited connection to the quotation. 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, and incorrect. The response demonstrates a lack of understanding of the question or the quotation or unfamiliarity with the Lazarillo de Tormes.

0 NO CREDIT

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

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Language Rubrics

The AP Spanish Literature examination tests the ability of students “to write well-organized essays in correct and idiomatic Spanish.” These rubrics are designed to guide readers in assessing **the degree to which language usage effectively supports an appropriate 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

- 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

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

3 ADEQUATE

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

2 WEAK

- Numerous 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 UNACCEPTABLE

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

0 NO CREDIT

- Unintelligible, or written in English, or off task.