



AP[®] Spanish Language 2004 Scoring Commentary Form B

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Fill-ins

Sample: A

Score:

This fill-in section is illustrative of a high-level fill-in section that has only two errors. In #15 the student used the subjunctive properly but failed to make the verb reflexive, as indicated in parentheses (terminarse). In #18, the verb should have been in the imperfect (llegábamos) because of the indicator “siempre” and because the other two verbs were in the imperfect.

Sample: B

Score:

This score represents a very good fill-in section. The errors are representative of work at this level and arise chiefly in the use of the written accent. In item #9 the error was unusual in that the student successfully wrote the feminine adjective form (izquierda) but erred by writing an accent over the first “i.” In item #13, the student successfully negotiated the past subjunctive but then omitted the written accent over the “e.” Similarly, in #14 the student placed a superfluous and, therefore, incorrect written accent in the plural subjunctive “den.” On a different note, the student failed to make the verb “terminar” reflexive in item #15.

Sample: C

Score:

This fairly representative mid-level fill-in section shows an error pattern only in the placement of the written accent on the wrong syllable: in #1, the accent is over the “i” rather than the “o”; in #10, the student put the written accent on the final “e” rather than on the third to the last syllable; in #18, the student missed the cue from “íbamos” and failed to properly accent the imperfect “llegábamos.” The remaining errors are more diverse. In item #3 the student used the infinitive rather than the past subjunctive after “como si.” In item #5, the student used the gerund rather than the imperfect for description. In item #8, the student properly used the infinitive but failed to make the verb reflexive. In item #15, the student used the subjunctive but missed the tense cue and placed the verb in the past rather than the present subjunctive. In item #20, the student properly used the present subjunctive but substituted an “s” for the “z.”

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Composition

Sample: AA

Score: 5

This sample demonstrates entry-level written competence. The writer addresses the question and sticks to the point from beginning to end. The essay is constructed with a beginning, a middle (which includes an example), and an end. Vocabulary is appropriate to the topic, but the writer does not demonstrate any breadth in this area, and there are some errors in usage (“quieren huir la verdad,” “un representación falso,” “habla la verdad”). The writer occasionally errs in the use of the written accents (“problematico,” “por qué,” “disfráz”), but the accents on verb tenses are generally accurate (“jugábamos,” “insistí”). The grammatical errors (“son contentas,” “necesita da cuenta,” insistí en que ella la decía”), basic vocabulary, and limited elaboration distinguish this 5 sample from the 6 category.

Sample: BB

Score: 8

This essay demonstrates very good command in written expression. The writer treats the topic directly in three extended paragraphs that are elaborated and well organized. Control of elementary structures is evident although there are some errors in more advanced structures (“tienen la culpa si sus hijos hubieran creado en un ambiente . . . ,” “fue la cuestión de honestidad que mi madre se preocupaba,” “Aunque los padres siguiendolo ser influenciados”). There is considerable breadth of vocabulary, although second language interference is also evident (“dishonestamente,” “consequencias,” “escoral,” “volví los chocolates,” “me trajo al supermercado,” “se matura,” “un pequilo de rigidez”). Conventions of the written language are generally correct despite occasional errors (“característica,” “jóvenes,” “enseñar,” “codigo,” “examenes”). These errors in advanced structure, vocabulary, and use of the written accent distinguish very good command in written expression (8) from excellence.

Sample: CC

Score: 9

This sample is an excellent demonstration of advanced written expression. Quickly overcoming a weak introductory paragraph, the essay is thorough and well developed. While directly addressing the topic, the writer interweaves personal opinion and concrete examples that support those opinions. The writer moves with evident ease through tenses and modes, demonstrating a control of structures and idioms (“pero ahora más que nunca,” “que sea en el mundo politico o estudiantil,” “es un asunto grave que haya tanta mentira,” “espero que solo sea una fase”). There is occasional first language interference (“más mayor,” “habrá alguien no sincero,” “inparables,” “ocurió,” “companías”), but there is no pattern of errors. This sample demonstrates excellence in all five of the bulleted descriptors; it is an exemplary 9 sample.

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Picture Sequence

Sample: D

Score: 4

This sample is a deceptive example of fair oral expression. The impressive pronunciation and the general fluency give a first impression of good oral expression. However, the student relies on simple structures for the narrative, and within that narrative there are errors in conjugation (“su hermano pensé,” “se puse”) and an over reliance on the imperfect to the point of error in cases where the preterite is necessary (“tenía un pequeño problema” instead of “tuvo,” “cosas cambiaba” instead of “cosas cambiaron.”). The sample is very brief, but the subtle errors (“ruedo pinchado,” “segundo plazo,” “unos contestadores”) indicate a narrow range of vocabulary and perhaps explain the brevity of the narrative.

Sample: E

Score: 9

This sample is a demonstration of excellent oral expression. The student uses a variety of simple and complex structures. The very few errors present reveal no pattern (“en tus [sus] maletas,” “que ya no servía,” “si yo fuera ella yo también estaría muy preocupada porque yo quería ganar también”). The vocabulary is varied and appropriate although not entirely without error (“se miraba un poco preocupada,” “estaba llorando porque le dolió el pie”). The narration is detailed and thorough, and the pronunciation is excellent.

Sample: F

Score: 7

This sample is an example of very good oral expression, but it contains some highs and lows that keep it in the lower part of this range. In contrast with the fluency, control of structures, and very good vocabulary (“no dudó de su capacidad”), the student’s errors stand out in high relief (“ella dije que podrían,” “y seren campeones,” “Juan estaba compuso y dice que no iría a la corrida”). First language affects pronunciation (palatal “r” for “rr,” i.e., “cohrida”) and vocabulary (“ate el fin,” “muchas personas estaban de desistino,” “llegó pieto de la llegada”). Nevertheless, the overall quality of the narration, the fluency, and the general accuracy of language bring this sample just into the 7 category.

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Directed Responses

Sample: DD

Score: 11

1. 3 VERY GOOD. Responds well with ease of expression (“bueno en mi clase hay dos tipos los que van por los deportes y los que no”), good range of vocabulary (“o sea que unos hacen fútbol”), few errors in structure (“hay mucho diversidad”), and excellent pronunciation.
2. 2 ACCEPTABLE. Answers question adequately. Displays some fluency (“no queríamos lo que querían ¿sabes?”) with occasional hesitancy and self-correction (“es por ellos que unos ve las eh se pasen”). Some anglicisms (“gobiernamento”). Excellent pronunciation.
3. 2 ACCEPTABLE. Acceptable response and adequate vocabulary; error in structure (“podíamos aprender”). Very good pronunciation; few anglicisms.
4. 3 VERY GOOD. Answers question very well, with ease of expression and fluency (“bue las ventajas son que tú eres el líder, ¿sabes?”). Good range of vocabulary, although not without error (“desenventaja”) and anglicisms (“haces las decisions”). No errors in structure. Excellent pronunciation.
5. 1 POOR. Inadequate response; may lack resources. Halting, labored expression (“cambería unas reglas como eh bueno primero eh dis despediré a unos”). Excellent pronunciation; few vocabulary resources.

Sample: EE

Score: 15

1. 4 CLEAR DEMONSTRATION OF COMPETENCE. A very complete sample that includes varied vocabulary and demonstrates very good pronunciation. This thorough and lengthy answer contains only two errors (“muchos actividades” and “a ellos le gustan”).
2. 3 VERY GOOD. Answers question very well. Although rushed, the speaker demonstrates ease of expression and good pronunciation. Vocabulary range is very good, and there are no errors in structure.
3. 3 VERY GOOD. Answers question well and with ease. Good vocabulary and structure, although not without error (“tener un viaje,” “suficiente oportunidades”). Good pronunciation.
4. 2 GOOD. Answers adequately though somewhat haltingly. Adequate vocabulary; some error in structure (“actividad divertido”).
5. 3 GOOD. Response answers question well but with errors of structure (“yo voy a cambiar,” “demasiado tarea”).

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Directed Responses (cont'd.)

Sample: FF

Score: 11

1. 3 DEMONSTRATES COMPETENCE. Response is very good. Student shows good range of vocabulary, ease of expression with one self-correction (“los las actividades”), no errors in structure and good pronunciation. Response needed to be more thorough in order to reach the higher category.
2. 3 DEMONSTRATES COMPETENCE. Student answers the question very well, and the pronunciation is very good, but the occasional hesitancy and an unsuccessful self-correction (“tener un gubiento ah una gobierno estudianta”) keep this sample at a 3.
3. 2 ACCEPTABLE. Response answers the question adequately. There are errors in pronunciation (aspiration in “hacer un viaje”) and vocabulary (“una viaje a España para la clase de España”), and hesitancy (“mejorarar el uh mejorar ah mejorar cómo podemos hablar”).
4. 0 UNACCEPTABLE. No attempt made to answer although mike is open.
5. 3 GOOD RESPONSE. Answers the question directly but without great elaboration. Vocabulary is appropriate to ideas, and there are no errors in structures. Fluent with good pronunciation.