



AP[®] Spanish Literature 2004 Scoring Guidelines

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**AP® SPANISH LITERATURE
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Poetry Analysis

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that **analyzes** clearly and thoroughly how youth is celebrated 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. 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 youth is celebrated 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. 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. In order to merit a 7, the essay must include some treatment of the poetic language and devices used in the poem.

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 statements may intrude and weaken the overall quality of the essay. Requires 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.

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

0 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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Thematic Analysis

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that **explicitly** and **convincingly** compares how the two works selected treat the apparent differences in the experiences of men and women in the world/society. Provides appropriate examples from the 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 apparent differences in the experiences of men and women in the world/society. May reveal some insight or originality. Provides appropriate examples from the texts to support the response. Any plot summary or description serves to support the comparison. 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

Plot summary predominates. Relatively superficial commentary. 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. Requires significant inferences because the response is not always explicit. If the essay deals with two works but does not provide a direct comparison, it must be good to merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the question and/or the texts. May deal with only one text. Poorly organized essay; 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, incorrect. The response demonstrates a lack of understanding of the question or unfamiliarity with the works chosen.

0 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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Text Analysis (a)

5 DEMONSTRATES SUPERIORITY

Clear and accurate analysis of the role/function of the narrator in the passage cited. Organization contributes to the quality of the response. Virtually no erroneous or irrelevant commentary. May show insight or originality. The response clearly demonstrates superiority.

4 DEMONSTRATES COMPETENCE

Some analysis of the role/function of the narrator in the passage cited. May contain some errors of fact or interpretation or may lack organization, without significantly affecting the overall quality of the answer. The response clearly demonstrates competence.

3 SUGGESTS COMPETENCE

Basically understands and addresses the question and the passage cited; however, errors, ambiguity, and/or incompleteness detract from the quality of the answer. Paraphrasing may predominate. Reader may have to supply some inferences.

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 Ricardo Palma or “El alacrán de Fray Gómez.” The reader is forced to make significant inferences. The response, at best, is weak.

1 DEMONSTRATES LACK OF COMPETENCE

Incomprehensible, incorrect, fails to address the question in any meaningful way. May consist entirely of paraphrasing or plot summary. May not specifically address the role/function of the narrator in the passage cited.

0 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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Text Analysis (b)

5 DEMONSTRATES SUPERIORITY

Clear and accurate discussion of how the style of the passage cited is representative of that of “El alacrán de Fray Gómez.” Virtually no erroneous or irrelevant information. May show insight or originality. The response clearly demonstrates superiority.

4 DEMONSTRATES COMPETENCE

Competent discussion of how the style of the passage cited is representative of that of “El alacrán de Fray Gómez.” May contain some errors in fact or interpretation, but they do not significantly affect the overall quality of the answer. Some ambiguity or incompleteness may be present, but the response convincingly demonstrates competence.

3 SUGGESTS COMPETENCE

Basically understands and addresses the question; however, errors, ambiguity, and/or incompleteness detract from the quality of the answer. Demonstrates familiarity with the rest of “El alacrán de Fray Gómez.” Reader may have to supply inferences.

2 SUGGESTS LACK OF COMPETENCE

Attempts to answer the question, but does not do so adequately. Paraphrasing or plot summary outweigh commentary. May contain irrelevant comments, or major errors. May contain prepared overview of Ricardo Palma or “El alacrán de Fray Gómez.” The reader is forced to make significant inferences. The response, at best, is weak.

1 DEMONSTRATES LACK OF COMPETENCE

Incomprehensible, incorrect, fails to address the question in any meaningful way. May consist entirely of paraphrasing.

0 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

The Spanish literature examination tests the ability of students “to write well-organized essays in correct and idiomatic Spanish.” These rubrics are designed to guide consultants 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/response.
- Appropriate use of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, punctuation, paragraphing, etc.).

3 **ADEQUATE**

- 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**

- 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**

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

0 **NO CREDIT**

- Unintelligible, written in English, or off task.