

2008 AP® SPANISH LANGUAGE—INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the thread of the conversation Very well-organized and cohesive responses Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors, with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID–HIGH A speech sample that <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the thread of the conversation Well-organized, generally cohesive responses Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant treatment of the elements of the thread of the conversation Organized responses with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency, with occasional hesitance; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID–LOW A speech sample that <i>suggests lack of competence</i> in Interpersonal Speaking can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the thread of the conversation Responses may have inadequate organization/cohesiveness Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the thread of the conversation Responses may not be cohesive or may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank or nearly blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, a mere verbatim restatement of what the interlocutor has said or of what is written on the exam; or, it may not provide sufficient language to evaluate the conversation.			

AP[®] SPANISH LANGUAGE
2008 SCORING COMMENTARY (Form B)

Interpersonal Speaking (Simulated Conversation)

Note: Students' responses are quoted verbatim and may contain grammatical errors. In transcripts of students' responses, two dots indicate a pause.

Sample: IS-AA

Score: 4

Transcript of Student's Responses

Hola, yo voy muy bien, y ¿tú? Uh, yo tengo algo a decirte, muy importante, y, uh, sí, es muy, estoy muy temprano porque mi novio viene de muvar de el apartamento.

Voy a pedir los huevos con guste a naranja, y quiero algunas manzanas también, porque el doctor dice que es muy bien para . . uh . . el corazón . . y . . uh . .

Una gran fiesta es mucho mejor de un grupo por . . para una fiesta porque . . ah . . es muy . . mucho más divertido y podemos bailar con todos . . y . . um . . podemos tener más a decir a todos los invitados que son aquí.

Podemos hacerlo en la piscina porque es el fin de la escuela y . . uh . . el verano es aquí y . . esto es muy calor, hay mucho sol, y creo que es una buena idea de hacerla . . ah . .

Uh . . mañana podemos ir a mi casa y uh llamar a todos para uh decirlos cuando vienen a fiesta, y . . ahora vamos en clase . . y . . voy a verte mañana. Adiós, mi amiga.

Commentary

This sample demonstrates a command of interpersonal speaking. The student appropriately addresses and completes the task with well-developed treatment of all the conversational prompts. The responses are well organized and generally cohesive, with accurate social references, such as “*Podemos hacerlo en la piscina porque es el fin de la escuela.*” Vocabulary use is generally very good; the student makes errors in the use of some simple structures, but with no patterns (“*el verano es aquí,*” “*esto es muy calor*”). Fluency and pronunciation are very good. The register is highly appropriate throughout the sample, and the student sustains a mid–high level of performance.

Sample: IS-BB

Score: 3

Transcript of Student's Responses

Hola, estamos aquí a discutir . . um . . el, la fiesta . . um . . después de las clases de este año. Entonces, yo me gustaría tener a mi casa porque tenemos una piscina y todos los bebidos, entonces vamos a discu . . er . . divertir mucho.

Am . . no se . . ah . . eh . . mis padres me permitan a tener este, esta fiesta y entonces yo pienso que . . um . . sería una buena manera a divertirse, y . . sí . .

A mi . . um . . yo pienso que sería una buena idea tener muchas personas porque es el año . . um, er . . es, es mi año, de, de la escuela de, de, um, doce, y entonces, um, sería muy divertido si tenemos toda la clase porque no vamos a . .

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Interpersonal Speaking (Simulated Conversation) (continued)

Sí, yo sé, es una tiempo muy, muy poco, pero yo me gustaría tener a mi casa, porque . . em . . mis padres me permiten y tenemos una piscina y todos los bebidos y las comidas, y, um, sí, yo pienso que esto sería el mejor idea.

Uh, probable . . uh probablemente la mañana, o, si hay las seis, y podemos . . ir . . a mi casa para planear lo que vamos a hacer en los detallas, para los detalles.

Commentary

This sample demonstrates competence in interpersonal speaking. The student adequately addresses and completes the task, with mostly relevant treatment of the thread of the conversation; however, the student misses prompt 2, which asks about breakfast, and responds instead by talking about the party and his parents (“*mis padres me permiten [sic] a tener [sic] este, esta fiesta*”). The responses are fairly organized and cohesive, and the student demonstrates some control over simple structures (“*entonces yo pienso que . . um . . sería una buena manera*”). The thread of the conversation can be followed even though the vocabulary is somewhat limited, but there are also errors in the use of simple structures (“*todos los bebidos [sic],*” “*el mejor idea [sic]*”). Although there is some hesitancy, the register is generally appropriate. The sample demonstrates competence rather than suggesting it.

Sample: IS-CC

Score: 1

Transcript of Student's Responses

Hola Ana, como estás, soy muy bien . . eh . . estoy muy alegre y . .

Um . . no oí . . porque me . .

Mi planes por, por la fiesta es, es por un grande fiesta.

Después de la fiesta . . me encanta mi casa y estudia.

Adiós Ana, nos reunamos mañana en la escuela.

Commentary

This sample clearly demonstrates a lack of competence in interpersonal communication. The student struggles to complete the task and responds inappropriately to most parts of the conversation. The response for prompt 2 is missing, and the answers for prompts 3 and 4 are very deficient and incomplete. The student does not complete his idea regarding the question about the party in prompt 3 and does not address prompt 4; instead of suggesting a place and time for the party, the student says, “*Después de la fiesta . . me encanta mi casa y estudia [sic],*” an irrelevant answer. The responses are minimal and incohesive because the student lacks the language resources to fully participate in the conversation (“*Um . . no oí . . porque me . .*”). Fluency is minimal, and expression is labored. There are errors in the use of the few structures that the student employs (“*me encanta mi casa y estudia [sic]*”). There is minimal to no attention to register. The overall sample demonstrates a lack of competence.