



AP[®] Spanish Literature 2008 Scoring Guidelines

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AP[®] SPANISH LITERATURE 2008 SCORING GUIDELINES

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.

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Question 1: Poetry Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that clearly and thoroughly **analyzes** how the theme of maternal love 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 an insightful understanding of the poem and the question.

7–8 **Demonstrates Competence**

- A well-developed essay that **analyzes** the presentation of maternal love 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.
- The essay must include some treatment of the poetic language and devices used in the poem to merit a score of 7.

5–6 **Suggests Competence**

- Student basically understands the question and the poem, but the essay is not well focused or developed.
 - Description and paraphrasing outweigh textual analysis.
 - 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 score of 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 essay; focus wanders; comments are sketchy.
- May consist almost entirely of paraphrasing.
- 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.
- The response demonstrates that the student has not understood the question or the poem.

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2008 SCORING GUIDELINES**

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 **analyzes** the theme of identity in the work selected.
- Analyzes appropriate examples from the chosen text to support the response.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.

7–8 **Demonstrates Competence**

- A well-developed essay that convincingly **analyzes** the theme of identity in the work selected.
- Analysis predominates; any plot summary or description serves to support the analysis.
- Provides appropriate examples from the chosen text to support the response.
- May reveal some insight or originality.
- 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 analyze the theme of identity in the work selected, but commentary is relatively superficial.
- Plot summary predominates.
- Student basically understands the question and the text, 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.

3–4 **Suggests Lack of Competence**

- Essay suggests that the student has not adequately understood the question and/or the text.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary.
- Irrelevant comments may predominate.
- Possibly a prepared overview of the text or author with limited connection to the question.
- May contain major errors that weaken the overall quality of the essay.

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 work chosen.

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**

- Clear and accurate analysis of the importance of names and titles in the passage cited.
- Organization contributes to the quality of the response.
- Virtually no irrelevant or erroneous commentary.
- May show insight or originality.
- Reveals an exceptional understanding of the importance of names and titles in the passage.

4 **Demonstrates Competence**

- Some analysis of the importance of names and titles in the passage cited.
- May contain some errors of fact or interpretation, but the overall quality of the response is not significantly affected.
- There may be some ambiguity or incompleteness, but the response clearly demonstrates competence.

3 **Suggests Competence**

- Basically understands and addresses the question and the passage cited.
- Attempts to analyze the importance of names and titles that appear in the passage.
- Errors, ambiguity, and/or incompleteness detract from the quality of the answer.
- Paraphrasing may predominate; relatively superficial commentary.
- Reader may have to make some inferences.

2 **Suggests Lack of Competence**

- Student has not adequately understood the question and/or the passage cited.
- May not address the importance of names and titles that appear in the passage.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Cervantes or *El ingenioso hidalgo don Quijote de la Mancha*.
- The reader is forced to make significant inferences.

1 **Demonstrates Lack of Competence**

- Incomprehensible, incorrect, or fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or plot summary.
- Does not address the importance of names and titles in the passage cited.

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(b): Text Analysis

5 Demonstrates Superiority

- Clear and accurate explanation of the author's use of humor in the passage cited and of the importance of humor in the rest of the work.
- Organization contributes to the quality of the response.
- Virtually no irrelevant or erroneous commentary.
- May show insight or originality.
- Reveals an exceptional understanding of the use of humor in *El ingenioso hidalgo don Quijote de la Mancha*.

4 Demonstrates Competence

- Some explanation of the author's use of humor in the passage cited and of the importance of humor in the rest of the work.
- May contain some errors of fact or interpretation, but they do not significantly affect the overall quality of the response.
- There may be some ambiguity or incompleteness, but the response clearly demonstrates competence.

3 Suggests Competence

- The student basically understands and addresses the question.
 - Errors, ambiguity, and/or incompleteness detract from the quality of the answer.
 - Reader may have to make inferences because the response is not always explicit.
 - If the student explains the author's use of humor in the passage cited but not the importance of humor in the rest of the work, or vice versa, discussion must be good to merit a score of 3.
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2 Suggests Lack of Competence

- Student has not adequately understood and/or addressed the question.
- Paraphrasing or plot summary outweighs commentary.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Cervantes or *El ingenioso hidalgo don Quijote de la Mancha*.
- The reader is forced to make significant inferences.

1 Demonstrates Lack of Competence

- Incomprehensible, incorrect, or fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or plot summary.
- The response demonstrates a lack of understanding of the question or the passage cited, or unfamiliarity with *El ingenioso hidalgo don Quijote de la Mancha*.

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.).