



AP[®] Spanish Language 2001 Scoring Commentary

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Fill-ins	DD	17	
Fill-ins	EE	8	
Fill-ins	FF	5	
Composition	QQQ	9	Written expression in this essay is excellent. In its text, we find a language that flows and shows structural control, including accentuation and punctuation. The following are examples of the richness of the vocabulary found in the essay: “maneras,” “asignatura,” “matemáticas,” “vergüenza,” “palabras pueriles,” “te ruego,” “momento seminal,” y “ecuaciones diferenciales.” Complex structures are correct: “... es verdad que la persona que ha influido más en mí es mi padre,” “... te ruego que no me enseñes esta materia,” “Era como si yo estuviera hablando a una pared,” “... me di cuenta de que era posible – o, más bien, probable...”. The essay is well organized and the treatment of the topic is relevant and thorough. Although a few errors can be found: “... afectado mi vida en muchas maneras...,” “No quiero aprender las matemáticas,” “... estaba aclimándome...,” “experto sobre matemáticas...,” “examen de este curso.” These errors do not affect the reader’s understanding and are not sufficient to lower the score assigned to the essay.
Composition	VTT	5	In this essay we find the middle range of “competence”: it demonstrates control of elementary structures, though there are cumbersome sentences: “La persona que mas a influido en mi es mi primo por que desde que yo era chica mis primos siempre me han cuidado y preocupado por mi.” “Pero lo más importante de todo lo que he recibido de él aparte de amor son sus consejos y su apoyo que él me ha dado.” The essay is relevant to the topic but there is a contradiction: “De estás maneras que mencióne mi primo me a influenciado a mi a seguir adelante con mis estudios y a no flaquear por cualquier cosa. Esta influencia a mi no me ha afectado en absoluto.” There is lack of control of the accentuation rules and of the use of “h” in the auxiliary verb “haber.” With a few exceptions: “anhelar,” “rodean,” “flaquear,” “orgullosa,” and “logrado,” the vocabulary is basic and there are no complex structures except for the use of the present perfect, although it may appear with grammatical errors: “a influido,” “ha enseñado,” “han cuidado y preocupado...,” “he recibido,” etc. The essay is organized and it is relevant to the topic. For all the above reasons, the score of 5 was assigned to it.

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Composition	ZBZ	1	This essay is deceptive given that it is on topic and it does have five paragraphs. However, there are very few correct sentences, and even those may contain an orthographic or structural error: “Nosotros vivimos en la casa pequeño y tenemos dos coches.” “Todos los días, mi papa esta trabajando para supportar sus familias.” “Mi hermano era mas inteligente y guapo.” “Ella escucha mi opinion y habla con mi sobre la situacion ...,” etc. The lack of control and frequent second language interference impede communication: “El le gusta praticar los deportes y dormí mucho”, Mi hermano... es quince años,” “Este phraso es mas importante porque lo explica la importancia de realidad.” “Una más importancia facto...,” etc. In spite of the essay’s neatness and organization, it does demonstrate lack of competence: verbs are poorly conjugated, accents are missing or misplaced, there is disagreement subject-verb, noun-adjective, etc. A score of 1 was deemed appropriate.
Picture Sequence	Q	9	Demonstrates very good oral expression. The use and control of complex structures and very good fluency is sustained throughout the narration. The narration is rich and thorough. Excellent pronunciation. Rich vocabulary and good idiomatic usage.
Picture Sequence	S	6	Good control of simple structures with more than a few errors, especially with the use of prepositions. Vocabulary is adequate to very good. Good fluency but quite a number of simple mistakes with no self-correction. Good sustained narration in the past tense tells the story thoroughly. Good pronunciation. The category of good oral expression is sustained from beginning to end.
Picture Sequence	T	3	Poor control of simple structures with frequent serious errors. Narrow range of vocabulary with little idiomatic usage. Limited fluency. Labored expression, hesitancy due to lack of resources. Narration tells the story poorly. Fair pronunciation that does not affect comprehension. A slow, deliberate, measured performance that suggests lack of competence.
Directed Response #1	GG	3	Good answer with some slight hesitancy.
Directed Response #2	GG	4	Thorough response. High level of fluency but some hesitancy. Virtually free of errors.

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Directed Response #3	GG	4	Thorough response. High level of fluency but some hesitancy. Virtually free of errors.
Directed Response #4	GG	4	Thorough response with ease of expression and high level of fluency. Virtually free of errors.
Directed Response #5	GG	4	Thorough response with ease of expression, good fluency, and virtually free of errors in structure.
Directed Response #1	RR	2	Adequate response with some fluency. Some hesitancy and errors in structure.
Directed Response #2	RR	2	Acceptable response with some hesitancy and errors in structure.
Directed Response #3	RR	3	Good response with a few errors in structure.
Directed Response #4	RR	2	Weak answer that addresses the question inadequately.
Directed Response #5	RR	3	Good answer with some errors in structure.
Directed Response #1	PP	0	Unacceptable answer; student did not understand the question.
Directed Response #2	PP	1	Weak response addresses question inadequately. Very limited control of structure.
Directed Response #3	PP	1	Weak response addresses question inadequately. Very limited control of structure.
Directed Response #4	PP	0	Response indicates that the student did not understand the question.
Directed Resp. #5	PP	1	Weak response addresses question inadequately. Very limited control of structure.