



AP[®] Spanish Language 2002 Scoring Guidelines

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AP[®] SPANISH LANGUAGE 2002 SCORING GUIDELINES

Fill-Ins

The *fill-ins* part of the exam consists of two exercises: a passage and a series of sentences. In the **passage**, students should write one word. In the **sentences** students may have to use more than one word. This may mean:

1. A simple tense (*visitaría*), an infinitive (*volver*), a gerund (*creyendo*), etc.
 2. A compound tense (“*hemos llegado*”).
 3. A reflexive construction (“*se dio*”).
- **Not acceptable** are progressive constructions (“*estamos esperando*”) or periphrastic constructions which use infinitives (“*tenemos que esperar*”, “*voy a salir*”).
- If a student writes more than one answer in the blank, all answers must be correct in order to receive credit.
- Even if no change is required in a suggested word, the student must write the word. “No change” or “No cambia” are not acceptable responses.
- Answers with extra accents or missing accents are incorrect.

Accepted Answers for Fill-Ins

- | | |
|---------------|-------------------|
| 1. cuyas | 13. supo |
| 2. molestan | 14. hubiera dicho |
| 3. decentes | hubiese dicho |
| 4. lluviosos | 15. me quede |
| 5. le | 16. lave |
| 6. turbia | 17. pon |
| 7. avestruces | 18. conozcas |
| 8. tanta | 19. podrías |
| 9. cualquier | hubieras podido |
| 10. veintiuna | habrías podido |
| 11. consigue | 20. vuelva |
| 12. dando | haya vuelto |

Note: Students may use upper or lower case without penalty.

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Essay/Composition

9 DEMONSTRATES *EXCELLENCE* IN WRITTEN EXPRESSION

- Relevant, thorough, and very well-developed treatment of the topic
- Very well organized
- Control of a variety of structures and idioms (occasional errors may occur, but there is no pattern)
- Rich, precise, idiomatic vocabulary; ease of expression
- Excellent command of conventions of the written language (orthography, sentence structure, paragraphing and punctuation)

7-8 DEMONSTRATES GOOD TO VERY GOOD *COMMAND* IN WRITTEN EXPRESSION

- Relevant and well-developed treatment of the topic
- Well organized
- Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures
- Considerable breadth of vocabulary
- Conventions of the written language generally correct

4-5-6 DEMONSTRATES BASIC TO GOOD *COMPETENCE* IN WRITTEN EXPRESSION

- Relevant treatment of the topic
- Adequate organization
- Frequent errors may occur in a variety of structures
- Vocabulary appropriate but limited; occasional second language interference
- May have frequent errors in orthography and other conventions of the written language

2-3 SUGGESTS *LACK OF COMPETENCE* IN WRITTEN EXPRESSION

- May show minimal relevance to the topic
- Inadequate organization
- Numerous grammatical errors even in elementary structures; there may be an occasional redeeming feature, such as a correct advanced structure
- Limited vocabulary; significant second language interference
- Pervasive errors of orthography may be present

0-1 DEMONSTRATES *LACK OF COMPETENCE* IN WRITTEN EXPRESSION

- Constant grammatical errors impede communication
- Disorganized
- Insufficient vocabulary; frequent second language interference
- Severe problems with orthography may interfere with written communication
- Contains nothing that earns points: blank or off-task; or mere restatement of the question; or completely irrelevant to the topic

OJO: Scores may be lowered on papers shorter than 200 words.

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Picture Sequence

The AP Spanish Language Exam seeks to elicit a speech sample sufficient to permit a global evaluation. Students have been instructed to answer as fully as possible within the allocated two minutes. The overall evaluation should identify the SUSTAINED level of performance with regard to **command of language structures, vocabulary usage, fluency, narration, and pronunciation.**

9 DEMONSTRATES EXCELLENT ORAL EXPRESSION

- Use and control of complex structures, with very few errors
- Rich vocabulary, used with precision
- High level of fluency
- Narration is thorough, detailed and rich
- Excellent pronunciation

7-8 DEMONSTRATES VERY GOOD ORAL EXPRESSION

- Use of complex structures, but may contain more than a few errors
- Very good vocabulary
- Very good fluency
- Narration tells the story very well
- Very good pronunciation

5-6 DEMONSTRATES ADEQUATE TO GOOD ORAL EXPRESSION

- Control of simple structures, with few errors; may use complex structures with little or no control
- Adequate to good range of vocabulary; anglicisms possible.
- Adequate to good fluency with occasional hesitance; some successful self-correction
- Narration tells the story adequately
- Good pronunciation

3-4 SUGGESTS LACK OF COMPETENCE IN ORAL EXPRESSION

- Poor control of simple structures with frequent serious errors
- Narrow range of vocabulary with some anglicisms
- Labored expression; limited fluency
- Narration tells the story poorly or may force interpretation
- Fair pronunciation; may affect comprehension
(Some redeeming features)

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Picture Sequence (cont'd.)

1-2 DEMONSTRATES LACK OF COMPETENCE IN ORAL EXPRESSION

- Glaring weakness in use of structures
- Few vocabulary resources with frequent anglicisms
- Little to no fluency
- Fragmented speech sample relevant to story which forces interpretation of meaning
- Poor pronunciation impedes comprehension
(Few redeeming features)

0 IRRELEVANT SPEECH SAMPLE

- Off task (e.g., obscenities, nonsense words, singing, sighs, etc.)
- Narrative irrelevant to pictures
- No answer (although microphone is open and recording)
- “No sé”, “No entendí la pregunta”, or mere sighs or nonsense utterances

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Directed Responses

The effectiveness and fullness of the speech sample will be taken into account in grading each response.

4 EXCELLENT – Clearly Demonstrates Competence

- Response answers question thoroughly
- Considerable ease of expression and high level of fluency
- Wide range of vocabulary
- Virtually free of errors in structure
- Very good pronunciation

3 VERY GOOD TO GOOD – Demonstrates Competence

- Response answers question well
- Ease of expression and good fluency
- Good range of vocabulary
- Few errors in structure
- Good pronunciation

2 ACCEPTABLE – Suggests Competence

- Response addresses or answers question adequately
- Some fluency with occasional hesitancy; may self-correct
- Adequate vocabulary, few anglicisms
- Some errors in structure
- Pronunciation may interfere with communication

1 WEAK TO POOR – Suggests Incompetence

- Response addresses question inadequately and may be unfinished due to lack of resources
- Labored expression, halting. Limited or no fluency
- Few vocabulary resources
- Limited control of structures, fragmented Spanish
- Pronunciation interferes with communication

0 UNACCEPTABLE – Demonstrates Incompetence

- Clearly does not understand the question
- “No sé” or “No entendí la pregunta”
- No attempt made (although mike is open and recording)
- Mere sighs or nonsense utterances