



AP Spanish Literature 2000 Scoring Guidelines

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2000 Spanish Literature Scoring Guidelines

Language Scoring Guidelines

The AP 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 supports the content of essays. All criteria should be taken into account in categorizing the student’s command of the written language as related to each literature question.

5 — DEMONSTRATES VERY GOOD COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

A few errors may occur in grammatical structures. Broad range of vocabulary. Very good control of the conventions of the written language (spelling, accents, etc.)

4 — DEMONSTRATES GOOD COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

Some errors in grammatical structures. Good range of vocabulary. Conventions of the written language are generally correct (spelling, accents, etc.)

3 — DEMONSTRATES ADEQUATE COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

Frequent grammatical errors, but essay is comprehensible. Appropriate but limited vocabulary. May have numerous errors in spelling and other conventions of the written language.

2 — SUGGESTS LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

Numerous grammatical errors that force a sympathetic reader to supply inferences. Limited and/or repetitive vocabulary. Pervasive errors in the conventions of the written language.

1 — DEMONSTRATES LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

Constant grammatical errors that render comprehension difficult. Insufficient vocabulary.

0 — UNACCEPTABLE.

Unintelligible. Written in English. Off task.

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Question 1 Scoring Guidelines

CONTENT RUBRIC

9 — DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes the treatment of internal struggle in the poem. Makes appropriate references to the poetic devices and language used. The essay clearly demonstrates insight and analytic ability. May show originality. Reader has no doubt that the student possesses a superior understanding of the material.

7-8 — DEMONSTRATES COMPETENCE

A well-developed essay that analyzes the treatment of internal struggle in the poem. Makes appropriate references to the poetic devices and language used. Textual analysis outweighs description and paraphrasing. 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 poetic devices and language.

5-6 — SUGGESTS COMPETENCE

Student basically understands the question and the poem, but the essay is not always well focused. Description and paraphrasing outweigh textual analysis. Erroneous statements intrude and weaken the overall quality of the essay. A good essay on the treatment of internal struggle in the poem that does not address poetic devices and language may fall into this category.

3-4 — SUGGESTS LACK OF COMPETENCE

Essay conveys a limited understanding of the poem or the question. Poorly organized, focus wanders, and comments are sketchy. Irrelevant comments may predominate. May contain major errors of interpretation. Essay is so general as to suggest that the student has not understood the question or the poem.

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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Question 2 Scoring Guidelines

CONTENT RUBRIC

9 — DEMONSTRATES SUPERIORITY

A very well-developed essay that explains and demonstrates whether or not Ana María Matute projects a negative view of humanity in the works selected. A minimum of two works by the author is analyzed. Clearly demonstrates insight and analytic ability. May show originality. Virtually no irrelevant or erroneous information. Strong, thorough analysis of appropriate examples. Leaves no doubt in the reader's mind that the essay has convincingly explained and demonstrated whether the author projects a negative view of humanity in the works discussed.

7-8 — DEMONSTRATES COMPETENCE

A well-developed essay that explains and demonstrates whether or not Ana María Matute projects a negative view of humanity in the works selected. Reveals some insight and analytic ability. Analysis outweighs description, and any plot summary present serves to illustrate the view of humanity projected in the works selected. May contain some erroneous information, but errors do not affect the overall quality of the essay. Reader must make some inferences because the response is not always sufficiently explicit.

5-6 — SUGGESTS COMPETENCE

Plot summary outweighs analysis. Relatively superficial commentary. Student basically understands the question, but the essay is not always well focused or developed. May contain significant errors of fact or interpretation that detract from the overall quality of the essay. An essay that does not take a position on Matute's view of humanity may fall into this category. If the essay addresses only one text, the treatment of it must be good to merit a 5.

3-4 — SUGGESTS LACK OF COMPETENCE

Poorly organized essay; focus wanders. Sketchy. Limited understanding of the question. May consist almost entirely of plot summary with no analysis. Irrelevant comments may predominate. Possible prepared overview of Ana María Matute with limited connection to the topic. 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. Reader is left with the certainty that the student has not understood the question or the author's texts.

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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.)

Question 3 Scoring Guidelines

CONTENT RUBRIC

9 — DEMONSTRATES SUPERIORITY

A very well-developed essay that explicitly analyzes García Lorca's view of the connection between poetry and drama and clearly relates that connection to a minimum of two of his works. Demonstrates insight and analytic ability. May show originality. Virtually no irrelevant or erroneous information. Leaves no doubt in the reader's mind that the student possesses a superior understanding of García Lorca's view of the connection between poetry and drama and its manifestation in at least two of the author's works.

7-8 — DEMONSTRATES COMPETENCE

A well-developed essay that analyzes García Lorca's view of the connection between poetry and drama and relates that connection to a minimum of two of the author's works. Shows some insight and analytic ability. Analysis outweighs description. Any plot summary present serves to illustrate the connection between poetry and drama in the works discussed. May contain some erroneous information, but errors do not affect the overall quality of the essay. Reader must make some inferences because the response is not always sufficiently explicit.

5-6 — SUGGESTS COMPETENCE

Plot summary outweighs analysis. Relatively superficial commentary. Student basically understands the question, but the essay is not always well focused or developed. May contain significant errors of fact or interpretation. If the essay addresses only one work, the treatment must be good to merit a 5.

3-4 — SUGGESTS LACK OF COMPETENCE

Poorly organized essay; focus wanders. Sketchy. Limited understanding of the question. May consist almost entirely of plot summary with no analysis. Irrelevant comments may predominate. Possible prepared overview of García Lorca with limited connection to the topic. May contain major errors or be so general as to suggest that the student is unable to deal competently with the question.

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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 author's texts.

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.)