

AP[®] SPANISH LANGUAGE—2013 PRESENTATIONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task. Refers to both sources and integrates them well into the oral presentation. 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough. Response is very well organized and cohesive. All or almost all information is accurate. Comparison and contrast of information significantly outweighs summary or mere quotations. Accurate social and/or cultural references are 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 Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task. Refers to both sources and integrates them into the oral presentation. 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed. Response is well organized and generally cohesive. Information is generally accurate. Comparison and contrast of information outweighs summary or mere quotations. Generally accurate social and/or cultural references are 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 Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task. Integrates one of the sources into the oral presentation, with some or little reference to the other source. 	<ul style="list-style-type: none"> Treatment of the topic is relevant. Response is organized, with adequate cohesiveness. Information is generally accurate, although there may be some inaccuracy or lack of precision. Summary or mere quotations of information may outweigh comparison and contrast. Generally appropriate social and/or cultural references are 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 Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or partially completes the task. May refer to only one of the sources. 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant. Response may have inadequate organization/cohesiveness. Information may be limited or inaccurate. There is little comparison and contrast of information. 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 that may affect comprehension. Register may be inappropriate.
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> Does not complete the task. Refers poorly to only one of the sources. 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant. Response may not be cohesive or may be disorganized. Information is very limited and mainly inaccurate. There may be no comparison and contrast of information. Inaccurate social and/or cultural references are 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 does not provide evidence of sufficient language to merit a score of 1, is a restatement of the topic or the information in the sources, is completely irrelevant to the topic, or is spoken in a language other than Spanish.			
—	A speech sample that receives this score is blank (the microphone is on and there is no response)			

AP[®] SPANISH LANGUAGE 2013 SCORING COMMENTARY

Part B-2: Presentational Speaking

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

This second part of the speaking portion of the examination was an example of the interpretive and presentational mode. Students were asked to give a 2-minute presentation in a formal/academic setting integrating reading, listening, and speaking skills. As indicated in instructions in both English and Spanish, students had 5 minutes to read the printed article and then were told to take notes while listening to the audio source. They had 2 minutes to prepare their responses and 2 minutes to record them. In the instructions students were explicitly told that they were "expected to use all the response time to speak."

The prompt asked students to compare the ideas presented in the two sources about experiences and perspectives about sports. The printed source, "María Espinoza" appeared in the Mexican electronic journal, *El Universal*, on July 13, 2007. The auditory source was an interview with an Argentinean athlete, Ana Traversa. Students responses were scored on effective task completion, topic development, and language use, equally considered. Both sources were very similar in theme, but different as to the kind of sport practiced by each of these two female athletes. Both sources related information about the benefits these practitioners had received from the sports, the enjoyment gained from the activity they are engaged in, and the emphasis placed on how important dedication has been to their success. There were differences students were expected to understand, such as the different sports Ana and María practiced, the regularity in their training, their countries of origin, and their different attitudes towards competition. The audio source was an interview done specifically for the exam, and as such, it contained ample information students could use, and it was delivered with good sound quality.

Sample: 2A

Score: 5

This response demonstrates excellence in presentational speaking. The student fully addresses and completes the task, referring to and integrating well both sources into the oral presentation ("*Hola. Estoy aquí para hablar sobre cómo los deportes tienen un gran influencia en las vidas de muchas personas en el mundo*"; "*voy a hablar sobre dos mujeres*"; "*María Espinoza y para ella .. el .. uh .. el .. proceso de ser famosa fue muy extraño y ocurrió muy rápidamente*"; "*una otra mujer es Ana Traversa y ella es una deportista que corre distancias*"; "*los dos mujeres les gustan mucho los deportes*"). The topic development is relevant and thorough, and the student begins with an introduction, provides both a conclusion and comparison, and the contrast of information significantly outweighs summary of information ("*los deportistas tienen vidas muy diferentes y cada una .. uh .. juega deportes para razones diferentes*"; "*Un ejemplo de una persona profesional es .. uh .. María Espinoza*"; "*durante el primer parte de su vida .. uh .. los deportes solamente eran un pasatiempo*"; "*Ana Traversa y ella es una deportista que corre distancias Y .. ell .. ella .. empezó cuando tenía menos .. um .. me .. no .. um .. pocos años. Y .. um .. pero los deportes fue un gran parte de su vida*"; "*Um .. los dos mujeres les gustan mucho los deportes. Um .. Ana Traversa es .. um .. no es profesional y .. um .. y María Espinoza*"). Though the student speaks very quickly, there is use and control of complex structures, with few errors and no patterns ("*Estoy aquí para hablar sobre cómo los deportes tienen un gran influencia en las vidas de muchas personas*"; "*el .. proceso de ser famosa fue muy extraño y ocurrió muy rápidamente*"; "*ella tiene confianza y le gusta mucho su vida*"; "*Pero .. um .. también .. para ella el esfuerzo, no el talento, es la cosa .. la cosa más importante en la vida*"). The vocabulary is rich

AP[®] SPANISH LANGUAGE 2013 SCORING COMMENTARY

Part B-2: Presentational Speaking (continued)

and used with precision (“*gran influencia*”; “*razones*”; “*el proceso de ser*”; “*su .. desarrollo fue un paso para muchas otras cosas*”; “*tiene confianza*”; “*mejor esfuerzo*”) and the student maintains a high level of fluency throughout the oral presentation.

Hola. Estoy aquí para hablar sobre cómo los deportes tienen un gran influencia en las vidas de muchas personas en el mundo .. los deportistas tienen vidas muy diferentes y cada una .. uh .. juega deportes para razones diferentes. Y hoy voy a hablar sobre dos mujeres que so .. son di .. deportistas. Un ejemplo de una persona profesional es .. uh .. María Espinoza y para ella .. el .. uh .. el .. proceso de ser famosa fue muy extraño y ocurrió muy rápidamente .. um .. durante el primer parte de su vida .. uh .. los deportes solamente eran un pasatiempo pera .. pera .. pero ahor .. ahora ella es famoso .. um .. y .. su .. fa .. um .. su .. desarrollo fue un paso para muchas otras cosas en la vida .. ahora .. y ahor .. ahora ella tiene confianza y le gusta mucho su vida porqu .. um .. los deportes ayudan mucho. Um .. ella quiere ganar meda .. medallas pero .. um .. para ella esto no es el punto. Uh .. meyor .. el .. para ella el mejor esfuerzo es más importante de .. los medallas. Uh .. una otra mujer es Ana Traversa y ella es una deportista que corre distancias Y .. ell .. ella .. empezó cuando tenía menos.um .. me .. no .. um .. pocos años. Y .. um .. pero los deportes fue un gran parte de su vida. Y para ella, como .. um .. como para .. um .. María Espinoza .. um .. ella no .. no lo hace .. uh .. para el dinero. Ella .. uh .. no es profesional pe .. y .. um .. ella quiere co .. correr con otras personas no con ellos. Pero .. um .. también .. para ella el esfuerzo, no el talento, es la cosa .. la cosa más importante en la vida. Um .. los dos mujeres les gustan mucho los deportes. Um .. Ana Traversa es .. um .. no es profesional y .. um .. y María Espinoza es profesional pero las dos tienen valores muy similares ...

Sample: 2B Score: 3

This response demonstrates competence in presentational speaking. The student addresses and completes the task by integrating information from both sources into the oral presentation (“*Y .. yo pienso que .. que las dos son muy atléticas, y que son buenas .. Las dos .. um .. corren, y los dos juegan por diversión no para .. para ser famosos y agarrar premios*”). The treatment of the topic is relevant, though at times the information lacks precision (“*no se necesita mucho talento para jugar en algunas actividades*”; “*las dos corren*”). The presentation is not well organized and summary of information outweighs comparison and contrast (“*Ana Traversa .. uh .. empezó a la edad de once años*”; “*María Espinoza .. uh .. dice que se sintió como un sueño cuando andaba corriendo*”; “*Eh .. ella también dijo que .. que .. que .. tienes que disfrutar el juego*”). There is control of simple structures (“*las dos son muy atléticas, y que son buenas*”; “*Pero ella corre con los demás y no va contra ellos*”), a good range of vocabulary, although the word *deporte* is confused with *juego* (“*atléticas*”; “*corren*”; “*juegan*”; “*diversión*”), and good fluency. The pronunciation is very good.

Y .. yo pienso que .. que las dos son muy atléticas, y que son buenas. Las dos .. um .. corren, y los dos juegan por diversión no para .. para ser famosos y agarrar premios. Uh .. Ana Traversa .. uh .. empezó a la edad de once años la corrida .. y en una corrida de 60 metros. Ganó algunos premios .. pero también no se necesita mucho talento, dice, que no necesita mucho talen .. no se necesita mucho talento para jugar en algunas actividades. Eh .. ella .. ella también no .. nomás corre para ganar y .. y tener reco .. así como para que la conozcan y sepan quién era. Pero ella corre con los demás y no va contra ellos. María Espinoza ..uh .. dice que se sintió como un sueño cuando andaba corriendo y .. que .. que toda la atención se centró en ella, y que se sentía como en un sueño, y que .. que no quería despertar. Eh .. ella también dijo que .. que .. que .. tienes que disfrutar el juego, no nomás para que .. que te conozcan y sepan quién eras así por decir: “O era ella, ella es .. María y ella es la que .. la fa .. la que .. ganó .. eh .. la corrida de cien metros”, no. Ella ..ellos lo hacen para ..para hacer .. lo .. hacer lo que ellos quieran, no para .. para ser famosos. Uh ..

**AP[®] SPANISH LANGUAGE
2013 SCORING COMMENTARY**

Part B-2: Presentational Speaking (continued)

Sample: 2C

Score: 1

This response demonstrates lack of competence in presentational speaking. The student does not complete the task, although both sources are referenced (“*María Espinoza era una amatura*”; “*Ana Traversa piense que talente es muy impor .. tante*”). The information is very limited and mainly inaccurate (“*Ana Traversa era una profesional*”; “*María Espinoza es de Brazil*”; “*María Espinoza piense que ella .. tuvo sueño*”). There are frequent errors in use of structures and unsuccessful self-correction (“*María Espinoza piens .. piense*”; “*Ana Traversa piense que talente es muy impor .. tante*”). There are few vocabulary resources (“*amatura*”; “*ganó*”; “*dedicación*”; “*importante*”; “*ambos*”), little to no fluency (“*co .. quien .. ganó*”; “*Ambos .. ambos .. um .. ambos*”; “*es muy impor .. tante y .. los ambos practica*”), and poor pronunciation.

María Espinoza era una amatura .. y .. cuando ella .. ganó la medalla de oro .. y Ana Traversa era una profesional co .. quien .. ganó muchos medullas .. María Espinoza piens .. piense que dedicación es muy importen .. importante .. y .. Ana Traversa piense que talente es muy impor .. tante. Ambos..ambos..um.. ambos .. creen que .. práctica es muy impor .. tante y .. los ambos practica mucho .. practican muchos. María Espinoza es de Brazil, y Ana Traversa es de Argentina. María Espinoza piense que ella .. tuvo sueño .. y Ana Traversa ..