

AP[®] SPANISH LANGUAGE AND CULTURE EXAM

2015 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the conversation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
-

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the conversation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
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3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the conversation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
 - Provides some required information (e.g., responses to questions, statement and support of opinion)
 - Partially understandable, with errors that force interpretation and cause confusion for the listener
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Use of register is generally inappropriate for the conversation
 - Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
 - Clarification or self-correction (if present) usually does not improve comprehensibility
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1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
 - Provides little required information (e.g., responses to questions, statement and support of opinion)
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax and usage
 - Minimal or no attention to register
 - Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
 - Clarification or self-correction (if present) does not improve comprehensibility
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0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts
 - “I don’t know,” “I don’t understand” or equivalent in any language
 - Not in the language of the exam
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- (hyphen): **BLANK (no response although recording equipment is functioning)**

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Task 3: Conversation

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 samples have been excerpted. Two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated conversation. The task elicited responses based on a recorded conversation and an outline that asked the students to perform different linguistic tasks. Instructions in both English and Spanish informed students that they had 1 minute to read the directions and 1 minute to read a preview of the conversation. Shortly thereafter, the conversation began and students had 20 seconds to record each response. Students were instructed to participate in the conversation as fully and appropriately as possible.

Sample: 3A

Score: 5

Transcript of Student's Response

Hola José .. um .. me interesa muchas tu idea .. Pues .. um .. el club de español puede traer muchas cosas .. um .. como el flan, de España o posiblemente las tapas de México .. uh. Los dos son muy deliciosos y les sugiero mucho .. Um .. también hay unos otros postres como ..

Pues .. um .. podemos .. um .. enviar unos correos electrónicos .. um .. porque son muy simples y pueden .. um .. usarlos para describir el evento con todos los detalles .. um .. muy rápidamente. Me parece que es el mejor curso de acción.

Hay muchos recursos .. um .. que el club de español puede traer. Um .. me parece que para .. una .. un aspecto cultural de .. um .. los países hispano .. uh .. hispanohablantes pue .. puedo traer un .. um .. una banda de mariachi. Uh .. la música es muy festiva. Sugiero, mucho.

Uh .. no me parece que es una buena idea .. um .. el ambiente allá, el sonido no es .. no es muy bueno. Uh .. sugiero que es .. um .. afuera es mejor porque .. um .. con la comida y todas las personas .. seré .. uh .. será más fácil de planear y preparar ..

Pues Jan .. Juan .. José. Lo siento .. um .. puedo reunirme con uste .. ah .. um .. contigo .. um .. mañana después de clases .. um .. si los .. um .. nosotros lo tiene .. um .. tenemos .. um .. libre. Pues .. uh .. gracias por su ayuda y atención. Adiós.

Commentary

This response reflects strong performance in interpersonal speaking. The student maintains the exchange with responses that are clearly appropriate (“*el club de español puede traer muchas cosas .. um .. como el flan, de España o posiblemente tapas*”), and there is frequent elaboration (“*podemos .. um .. enviar unos correos electrónicos .. um .. porque son muy simples y pueden .. um .. usarlos para describir el evento con todos los detalles .. um .. muy rápidamente*”). The responses are fully understandable and occasional errors do not impede comprehensibility (“*no me parece que es una buena idea*”). Self-correction improves comprehensibility (“*puedo reunirme con uste .. ah .. um .. contigo .. um .. mañana después de clases .. um .. si los .. um .. nosotros lo tiene .. um .. tenemos .. um .. libre*”). Overall, the response provides a strong performance and earned a score of 5.

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Task 3: Conversation (continued)

Sample: 3B

Score: 3

Transcript of Student's Response

Hola José, ¿cómo estás? Por supuesto yo pienso que este es un buen idea para los dos clubes .. um .. organizar un evento juntos. Um .. las comidas que te .. um .. trate son .. uh .. son muy deliciosos y yo puedo .. uh .. traer ..

Uh .. yo pienso que nosotros podemos .. uh .. mandar .. uh .. correos electrónicos a los estudiantes y también hacer algunos papeles para .. um .. dar las estudiantes durante sus clases. Um .. también yo .. yo puedo hacer algo de los redes socialal .. sociales.

Uh .. mis miembros de .. de .. mi club de español podemos ah .. pue .. pueden .. uh .. uh .. crear algunas decora .. decoraciones para .. um .. los paredes de del .. um .. del .. la .. de .. del .. al .. la al lugar del..

Uh .. no yo no no .. yo no pienso que este es un buen idea. Uh .. yo re .. yo sugiero que .. uh .. nosotros um .. organicemos .. um .. el evento en el auditorio porque es más grande y es más .. um .. fac ..

Um .. yo estoy libre .. um .. después de escuela mañana si te .. uh .. este tiempo también .. um .. es bueno para ti .. um .. hasta mañana yo puedo .. um .. verte en .. um .. al .. auditori .. auditorium.

Commentary

This response demonstrates a fair performance in interpersonal speaking. Taken holistically, the series of responses are somewhat appropriate. The student provides some required information (“*podemos .. uh .. mandar .. uh .. correos electrónicos a los estudiantes*”) but at times responds in a way that is not appropriate to the conversation (“*Uh .. no yo no no .. yo no pienso que este es un buen idea. Uh .. yo re .. yo sugiero que .. uh .. nosotros um .. organicemos .. um .. el evento en el auditorio porque es más grande*”). The responses are generally understandable with some errors which may impede comprehensibility (“*Ah .. las comidas que te .. um .. trate son .. uh .. son muy deliciosos y yo puedo..uh..traer*”) and the pronunciation and pacing make the response generally comprehensible. (“*para .. um .. los paredes de del .. um .. del .. la .. de .. del .. al .. la al lugar del*”). Overall, the response is fair and earned a score of 3.

Sample: 3C

Score: 2

Transcript of Student's Response

Hola. Espero que estés muy bien y tu familia también se encuentre muy bien. Creo que hay muchas platas que contribuyen .. de .. español. Por ejemplo .. um .. perdón .. uh .. quise decir .. os paellas.

Podemos crear .. um .. un anuncio para invitar .. los .. uh .. estudiantes .. uh .. puedes .. puedo decorar .. um .. con los colores y información de .. la evento.

Oh .. um .. tengo una buena idea. Puede usar .. um .. la quinceañera .. o .. utras culturas de .. ah .. mexicana. Por ejemplo .. um .. Cinco de mayo o .. quinceañera. Puede usar .. um .. uh .. déjame pensar un momento por favor.

Uh .. no .. um .. que ur .. que horror .. uh .. perdón, no entiendo la situación .. uh .. podemos crear el teatro para .. uh .. uh .. la .. um ..

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Task 3: Conversation (continued)

Podemos encontrar en .. mi casa .. los miércoles. Bueno, me voy a despedir un brazo fuerte. Mándales mis recuerdos a tu familia. Diles que me gustaría mucho verlos muy pronto. Les envío mis saludos y deseos mejores.

Commentary

This response provides a weak performance in interpersonal speaking because it only partially maintains the exchange. The responses are minimally appropriate, providing some required information (“Podemos crear .. um .. un anuncio para invitar .. los .. uh .. estudiantes”). However, the conversation is only partially understandable, with errors which force interpretation and cause confusion (“Puede usar .. um .. la quinceañera u otras culturas de .. ah..mexicana. Por ejemplo .. um .. Cinco de mayo o .. quinceañera. Puede usar .. um .. uh .. déjame pensar un momento por favor”). Vocabulary is limited (“hay muchas platas”; “puedo decorar .. um .. con los colores y información”) and the register is at times inappropriate for this conversation (“Bueno, me voy a despedir un brazo fuerte. Mándales mis recuerdos a tu familia. Diles que me gustaría mucho verlos muy pronto. Les envío mis saludos y deseos mejores”). Overall, the response provides a weak performance in interpersonal speaking and earned a score of 2.