

AP[®] SPANISH LANGUAGE AND CULTURE EXAM

2015 SCORING GUIDELINES

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

Presentational Speaking: Cultural Comparison

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community large or small associated with the target language.
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5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task
 - Clearly compares the student’s own community with the target culture, including supporting details and relevant examples
 - Demonstrates understanding of the target culture, despite a few minor inaccuracies
 - Organized presentation; effective use of transitional elements or cohesive devices
 - 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 presentation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
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4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task
 - Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples
 - Demonstrates some understanding of the target culture, despite minor inaccuracies
 - Organized presentation; some effective use of transitional elements or cohesive devices
 - 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 presentation, 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 Presentational Speaking

- Suitable treatment of topic within the context of the task
- Compares the student’s own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- 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 presentation 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 Presentational Speaking

- Unsuitable treatment of topic within the context of the task
 - Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
 - Demonstrates a limited understanding of the target culture; may include several inaccuracies
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - 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 presentation
 - 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 Presentational Speaking

- Almost no treatment of topic within the context of the task
 - Presents information only about the student's own community or only about the target culture, and may not include examples
 - Demonstrates minimal understanding of the target culture; generally inaccurate
 - Little or no organization; absence of transitional elements and cohesive devices
 - 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 Presentational Speaking

- Mere restatement of language from the prompt
 - Clearly does not respond to the prompt; completely irrelevant to the topic
 - "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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2015 SCORING COMMENTARY

Task 4: Cultural Comparison

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 presentational communicative mode by having students make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to record the presentation. The students were asked to make a comparison between their own community and an area of the Spanish-speaking world. Students were required to demonstrate their understanding of the cultural features of the Spanish-speaking world. The question had two parts: the first part was a preamble that asked the students about the effect of fast food on their home community; the second part asked the students to compare their observations about their home communities with those about a region in the Spanish-speaking world they knew through their studies or personal experience. The students had 1 minute to read the instructions, 1 minute to read the question, and 4 minutes to prepare their presentation. After that, they were given 2 minutes to record their presentation.

Sample: 4A

Score: 5

Transcript of Student's Response

Hay muchas semejanzas y diferencias uh entre de mi comunidad en los Estados Unidos y uh la comunidad en España uh con respecto a cómo ha afectado la comida rápida en la vida de los personas. Ah las .. hay muchas semejanzas en los dos países. La comercialismo en los dos países, en España y los Estados Unidos uh es domiado de compañías de comida rápida uh como uh Arbys y uh In-n-Out y también MacDonalnds uh. Hay muchos comerciales en la televisión. Y también esta comida no es uh saludable. Es lleno de grasas saturadas y hay más obesidad y sobrepeso en los dos países. Pero hay diferencias también. En España es mi muy desafortunadamente porque la globalción ha co .. causado estos compañías americanos como MacDonalnds uh de aumentar su uh su compañía y uh cuando y es muy .. y ha cambiado la cultura urbano en es .. estos países .. Cuando visitó a España la verano pasado también un otra compañía CocaCola uh fue en todos los restaurantes en España y la comida tradicional uh no era en los menús y es muy desafortunadamente y ha cambiado la cultura en en estos países. Uh en conclusión, uh la comida rápida ha cambiado la cultura y también uh causa problemas uh de salud en los dos países. Uh si y uh es muy desafortunadamente para los dos uh países. Um mm Y .. también la ..

Commentary

This response represents a strong performance in presentational speaking. The response demonstrates an effective treatment of the topic within the context of the task. The response clearly compares the student's own community with the target culture including supporting details and relevant examples ("comercialismo es los dos países"; "esta comida no es saludable"; "lleno de grasas saturadas"). The student's own experience is incorporated into this comparison ("Cuando visitó a España la verano pasado"; "desafortunadamente y ha cambiado la cultura en estos países"). There is frequent elaboration and support of opinion between the student's community and the target community. The response contains some errors; however, they do not interfere with overall communication. Overall, the response sustains a strong performance in presentational speaking. This sample received a score of 5.

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Task 4: Cultural Comparison (continued)

Sample: 4B

Score: 3

Transcript of Student's Response

La comida rápida es un .. es una problema aquí en los Estados Unidos porque es comida barata y insaludable y por eso todos están comiéndolo. Pero uh .. al contrario en México es más .. es más común ah.. sambrar unos plantas y crecer su propia comida y es más saludable sí .. y unos unos comidas típicas de México son tamales y moles para que son muy culturales y indígenas en el región y se comen celebraciones pero aquí en los Estados Unidos todo comida es comprada y ha .. hay hay unos tiendas que .. que sh que vienden comida mexicana como que no es no se hace por manos es un máquina y es tienen mucho grasas y te hace gordo y hay un epidémico aquí en los Estados Unidos de gordo y insaludable pero en México ah es .. mejor la comida es natural y es mejor y aquí en los Estados Unidos necesamos .. necesitamos cambiar y ser como México y tener más comida cultural y real para comer .. Comer su comida en .. en un tienda no es bueno y es es mejor hacer tu propia comida con la mano. Es ridículo que vendemos el comida México como en tiendas como comida rápidas no es bueno porque en los Estados Unidos no es .. no está saludable .. se hace gordo y hay muchas grasas.

Commentary

This response represents a fair performance in presentational speaking. The response demonstrates a suitable treatment of the topic within the context of the task. There is some organization, and the presentation shows a basic understanding of the target culture (“comida típicas de México son tamales y moles”). The response has some errors that may impede comprehensibility (“sambrar unos plantas”; “no se hace por manos es un máquina”; “hay un epidémico ... de gordo”). There is some control of grammar and syntax; the vocabulary is basic (“vendemos”; “necesitamos cambiar”; “plantas”). Language is generally understandable (“hacer tu propia con la mano”). The overall performance is fair and received a score of 3.

Sample: 4C

Score: 1

Transcript of Student's Response

Buenas días. En mi presentación yo quiero presentar sobre el diferencia en la comida en mi cultura y en la comida en .. de .. en .. un .. hispaño .. hablante. En mi .. en mi observaciones de su comunidad .. cominidades yo veo que su comida es muy similar. Poy ejemplo en mi cultora nos comen arroz como .. mi amiga que es Mexican .. En mi cominidad .. yo .. nos tieno .. comida natural pero en México la .. la comida .. tienes .. spices como .. cayenne .. cayenne .. y .. um .. y .. halapeño. Mi .. um .. en la comunidad .. uh de hispaño .. hablante .. yo noticia .. que mi amiga com .. come rápida .. y .. y .. gusta arroz con.. con .. pesca .. también mi amiga .. gusta .. mucho fresca como mango .. y .. manzana .. pero en mi cultura .. no tien..e frutas fresca .. como México..

Commentary

This response reflects poor performance in presentational speaking, and there is an unsuitable treatment of the topic. Although the student attempts to compare the home community with Mexico (“En mi .. en mi observaciones de su comunidad .. cominidades yo veo que su comida es muy similar”), there is little organization and the response demonstrates a minimal understanding of the target culture. There are errors that force interpretation and cause confusion for the listener because of lack of language, cohesiveness, and transitional devices (“en la comunidad .. uh de hispaño .. hablante .. yo noticia .. que mi amiga com .. come rápida .. y .. y .. gusta arroz con.. con .. pesca”). Frequent anglicisms indicate a lack of vocabulary resources (“spices como .. cayenne”; “pesca”; “mucho fresca”; “mi amiga que es Mexican”). The overall performance is poor and received a score of 1.