



## **AP<sup>®</sup> Spanish Language 2005 Scoring Guidelines**

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# AP<sup>®</sup> SPANISH LANGUAGE 2005 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 that 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.
  - Students may use upper or lower case without penalty.

## ACCEPTED ANSWERS FOR FILL-INS

- |                   |                                       |
|-------------------|---------------------------------------|
| 1. traída         | 11. sigue/siguiera                    |
| 2. huyendo        | 12. será                              |
| 3. un             | 13. hagan                             |
| 4. esta           | 14. nos quedábamos                    |
| 5. ningún/ninguna | 15. dirigir/haber dirigido            |
| 6. veces          | 16. continúa                          |
| 7. el             | 17. supieron/hubieron sabido          |
| 8. encargada      | 18. hubiera venido/hubiese venido     |
| 9. golpeaba       | 19. empieces                          |
| 10. cuyos         | 20. olvidó/ha olvidado/había olvidado |

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## 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.

### 5–6 **Demonstrates Basic to Good Competence in Written Expression**

- Relevant treatment of the topic.
- Adequate organization.
- Errors may occur in a variety of structures.
- Appropriate vocabulary; occasional second language interference may occur.
- May have errors in conventions of the written language.

### 3–4 **Suggests Lack of Competence in Written Expression**

- Relevant to the topic.
- May have inadequate organization.
- Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures.
- Limited vocabulary; frequent second language interference may occur.
- Frequent errors in conventions of the written language may be present.

### 1–2 **Demonstrates Lack of Competence in Written Expression**

- May be relevant to the topic.
- May be disorganized.
- Numerous grammatical errors that impede communication.
- Insufficient vocabulary; constant second language interference.
- Pervasive errors in conventions that may interfere with written communication.

### 0 **Contains Nothing That Earns Points**

- Blank or off task; mere restatement of the question; or completely irrelevant to the topic.

OJO: Scores may be lowered on essays 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. ONE POINT WILL BE DEDUCTED if the student gives a very brief description of the events (one minute or less). 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; very few errors with no patterns.
- Rich vocabulary used with precision.
- High level of fluency.
- Thorough, detailed, and rich narration.
- 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 Good Oral Expression**

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

### **3–4 Demonstrates Fair to Poor Oral Expression**

- Limited control of simple structures; with errors.
- Narrow range of vocabulary with some Anglicisms.
- Labored expression; minimal fluency.
- Narration tells the story but may force interpretation.
- Fair pronunciation; may affect comprehension.
- Some redeeming features.

### **1–2 Demonstrates Lack of Competence in Oral Expression**

- Frequent errors 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.

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**Picture Sequence (continued)**

**0 Irrelevant Speech Sample**

- Off task (e.g., obscenities, nonsense words, singing, sighs).
- Narrative irrelevant to pictures.
- No answer (although mike 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 scoring 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 that may interfere with communication.

### **1 WEAK TO POOR—Suggests Incompetence**

- Response addresses question inadequately; 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 that interferes with communication.

### **0 UNACCEPTABLE—Demonstrates Incompetence**

- Response clearly does not address the question.
- 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.