



AP[®] Spanish Literature 2005 Scoring Guidelines

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**AP[®] SPANISH LITERATURE
2005 SCORING GUIDELINES**

Question 1: Poetry Analysis

9 DEMONSTRATES SUPERIORITY

- A very well-developed essay that analyzes clearly and thoroughly how the theme of friendship is presented in the poem.
- Accurately discusses how *poetic language and devices* are used in the poem to communicate this theme.
- Commentary is supported with specific *textual references*.
- Demonstrates insight; may show originality.
- Student possesses a superior understanding of the poem and the question.

7–8 DEMONSTRATES COMPETENCE

- A well-developed essay that analyzes how the theme of friendship is presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how *poetic language and devices* are used in the poem to communicate this theme.
- Commentary is supported with specific *textual references*.
- Essay is not always sufficiently explicit.
- May contain some errors, but these do not undermine the overall quality of the essay.
- To merit a 7, the essay must include some treatment of the poetic language and devices used in the poem.

5–6 SUGGESTS COMPETENCE

- Description and paraphrasing outweigh textual analysis.
- Student basically understands the question *and* the poem, but the essay is not well focused or developed.
- Erroneous and/or repetitive statements may intrude and weaken the overall quality of the essay.
- Requires significant inferences because the response is not always explicit.
- An essay that does not address poetic language and devices must be good to merit a 5.

3–4 SUGGESTS LACK OF COMPETENCE

- Essay is so general as to suggest that the student has not adequately understood the question and/or the poem.
- Poorly organized; focus wanders; comments are sketchy.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.

1–2 DEMONSTRATES LACK OF COMPETENCE

- Essay is chaotic, confused, and incorrect.
- It is clear the student has not understood the question or the poem.

- 0** Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Question 2: Thematic Analysis

9 DEMONSTRATES SUPERIORITY

- A very well-developed essay that *convincingly* and *explicitly* analyzes the theme of the individual who grapples with life's obstacles in the work selected.
- Provides appropriate examples from the chosen text to support the response.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.

7–8 DEMONSTRATES COMPETENCE

- A well-developed essay that *convincingly* analyzes the theme of the individual who grapples with life's obstacles in the work selected.
- May reveal some insight or originality.
- Provides appropriate examples from the chosen text to support the response.
- Any plot summary or description serves to support the treatment of the theme.
- Response is not always sufficiently explicit.
- May contain some erroneous information, but errors do not significantly affect the overall quality of the essay.

5–6 SUGGESTS COMPETENCE

- Attempts to analyze the theme in the work selected, but commentary is relatively superficial.
- Plot summary predominates.
- Student basically understands the question and the text, but the essay is not always well focused or sufficiently developed.
- May contain errors of fact or interpretation that detract from the overall quality of the essay.
- Requires significant inferences because the response is not always explicit.

3–4 SUGGESTS LACK OF COMPETENCE

- Student has not adequately understood the question and/or the text.
- Essay is poorly organized; focus wanders; sketchy.
- May consist almost entirely of plot summary.
- Irrelevant comments may predominate.
- Possible prepared overview of the text with limited connection to the question.
- 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, or incorrect.
- The response demonstrates a lack of understanding of the question or unfamiliarity with the work chosen.

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Question 2: Thematic Analysis (continued)

- 0** Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

Note: If the essay deals with more than one work, the treatment of **one** of them must merit the score given.

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Question 3(a): Text Analysis

5 DEMONSTRATES SUPERIORITY

- Clear and accurate analysis of the characteristics of the dialogue as they appear in the passage cited.
- Organization contributes to the quality of the response.
- Virtually no erroneous or irrelevant commentary.
- May show insight or originality.

4 DEMONSTRATES COMPETENCE

- Some analysis of the characteristics of the dialogue as they appear in the passage cited.
- May contain some errors of fact or interpretation, or may lack organization, without these factors significantly affecting the overall quality of the response.

3 SUGGESTS COMPETENCE

- Basically understands and addresses the question and the passage cited.
- Attempts to analyze the characteristics of the dialogue as they appear in the passage.
- Errors, ambiguity, and/or incompleteness detract from the quality of the answer.
- Paraphrasing may predominate.
- Reader may have to make some inferences.

2 SUGGESTS LACK OF COMPETENCE

- Student has not adequately understood the question and/or the passage cited.
- May not address the characteristics of the dialogue as they appear in the passage cited.
- May contain irrelevant comments or major errors.
- May contain prepared overview of Juan Rulfo or “No oyes ladrar los perros.”
- The reader is forced to make significant inferences.

1 DEMONSTRATES LACK OF COMPETENCE

- Incomprehensible, incorrect, or fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or plot summary.
- Does not address the characteristics of the dialogue as they appear in the passage cited.

- 0** Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Question 3(b): Text Analysis

5 DEMONSTRATES SUPERIORITY

- Clear and accurate explanation of the title's meaning as it relates to the passage cited and to the rest of "No oyes ladrar los perros."
- Virtually no erroneous or irrelevant information.
- May show insight or originality.

4 DEMONSTRATES COMPETENCE

- Competent explanation of the title's meaning as it relates to the passage cited and to the rest of "No oyes ladrar los perros."
- May contain some errors of fact or interpretation, but they do not significantly affect the overall quality of the answer.
- Some ambiguity or incompleteness may be present, but the response clearly demonstrates competence.

3 SUGGESTS COMPETENCE

- Basically understands and addresses the question.
- Errors, ambiguity, and/or incompleteness detract from the quality of the answer.
- Reader may have to make inferences.
- If the response deals only with the passage cited, the answer must be good to merit a 3.

2 SUGGESTS LACK OF COMPETENCE

- Attempts to answer the question but does not do so adequately.
- Paraphrasing or plot summary outweigh commentary.
- May contain irrelevant comments or major errors.
- May contain prepared overview of Juan Rulfo or "No oyes ladrar los perros."
- The reader is forced to make significant inferences.

1 DEMONSTRATES LACK OF COMPETENCE

- Incomprehensible, incorrect, or fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or plot summary.

0 Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Language

The AP Spanish Literature Exam tests the ability of students to write well-organized essays and responses in correct and idiomatic Spanish. These scoring guidelines assess the degree to which language usage effectively supports an on-task response to the question. All the criteria listed below should be taken into account in categorizing the student's command of the written language as related to each literature question.

5 **VERY GOOD COMMAND**

- Infrequent, random errors in grammatical structures.
- Varied and accurate use of vocabulary.
- Control of the conventions of the written language (spelling, accents, punctuation, paragraphing, etc.).

4 **GOOD COMMAND**

- Some errors in grammatical structures; however, these do not detract from the overall readability of the essay/response.
- Appropriate use of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, punctuation, paragraphing, etc.).

3 **ADEQUATE COMMAND**

- Frequent grammatical errors, but essay/response is comprehensible.
- Limited vocabulary.
- May have numerous errors in spelling and other conventions of the written language.

2 **WEAK COMMAND**

- Serious grammatical errors that force a sympathetic reader to supply inferences.
- Very limited and/or repetitive vocabulary.
- Pervasive errors in the conventions of the written language.

1 **INADEQUATE COMMAND**

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary and control of the conventions of the written language.

0 **NO CREDIT**

- Unintelligible, written in English, or off task.

Note: The language score is independent of the content score. Each essay receives a language score based on these scoring guidelines. Both responses to question 3 receive one single language score.