

AP[®] SPANISH LANGUAGE 2006 SCORING GUIDELINES

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 may interfere with communication.

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

- Response addresses question inadequately and 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 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 microphone is open and recording).
- Mere sighs or nonsense utterances.

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Speaking—Directed Responses

Note: In transcription of student responses, two dots indicate a pause.

Overview

In the directed-response section of the speaking portion of the exam, students are asked five questions that create a simulated conversation on a single topic. The topic this year was sadness. The challenge for students increases with each question, as they become progressively more complex in terms of content and language. In general, these five questions usually include a command, an opinion to be explained or defended, and a hypothetical situation requiring the use of the subjunctive in the students' answers.

Sample: A

Score: 4, 4, 4, 4, 4

1. (4 points) *Siempre estoy muy simpática a las otras personas y también um . . . durante la navidad yo doy muchos regalos a mi familia y a mis amigos y ellos siempre están contentos con mis regalos y también ah . . . durante el día cotidiana . . .*

This is an excellent response that clearly demonstrates competence. In addition to providing a very thorough and rich response, this student has excellent control of structures. The response is virtually free of errors and demonstrates a high level of fluency.

2. (4 points) *Sí, pienso que sí porque una persona puede ver la televisión para ah . . . estar feliz o con la computadora pueda . . . ah . . . jugar unos juegos en la computadora y también con el teléfono una persona puede hablar con su familia y cuando yo hablo con mi familia . . .*

This is an excellent response that clearly demonstrates competence. The response is very thorough and there is considerable ease of expression. There is a wide range of vocabulary and a high level of fluency.

3. (4 points) *En el futuro voy a la universidad y yo pienso que un educación causa mucho felicidad mucha felicidad y también ah . . . me gusta . . . me gustaría ah . . . estar con mis amigos en la universidad y jugar con ellos y comer con ellos y también ah . . .*

This is an excellent response that clearly demonstrates competence. Although there is occasional hesitance, the student maintains a high level of fluency. Pronunciation is good, and the answer is thorough. Additionally, the response is virtually free of errors in structure.

4. (4 points) *Amiga, no estés triste . . . ven conmigo al cine y nosotros podemos um . . . ver una película juntos y también ah . . . tendremos una . . . un tiempo muy bueno y no . . . seas . . . ah . . . triste nada más.*

This is an excellent response that clearly demonstrates competence. The student does not hesitate in her response and responds with considerable ease of expression and a high level of fluency. Although it is not as thorough, the student has given us an excellent response to the question.

5. (4 points) *Es importante que todas personas sean muy simpáticos a los otros y también debemos ayudar toda la gente . . . la gente sin hogar, la gente que es pobre y . . . um . . . si nosotros ah . . . haci . . . hacemos todo esto ah . . . el mundo puede ser mucho más feliz.*

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Speaking—Directed Responses (continued)

This is an excellent response that clearly demonstrates competence. A wide range of vocabulary and excellent control of structures is exhibited. There is considerable ease of expression and a high level of fluency. The response is virtually free of errors and demonstrates very good pronunciation. This is an excellent answer to the question and merited a score of 4.

Sample: B

Score: 3, 2, 2, 2, 3

1. (3 points) *Para contribuir . . . contribuir a la felicidad de otros yo quiero . . . um comprar las regalos para ellos, yo quiero pasar mucho tiempo con ellos . . . um . . . hablando y sonriendo . . . um . . . yo . . .*

This is a good response that demonstrates competence. The student has a good range of vocabulary and good pronunciation. The occasional hesitance and few errors in structure kept the response out of the 4 range. Ease of expression and good fluency are evident.

2. (2 points) *La tecnología se ofrece muchas cosas que hacer para una persona. Y una persona puede . . . ah . . . puede ser muy feliz porque tiene muchas cosas y . . . muchos aparatos electrónicos.*

This response answers the question adequately; some errors in structure with occasional hesitancy and repetition are present. There is some fluency and adequate vocabulary.

3. (2 points) *En el futuro yo quiero que . . . yo . . . me casé con una persona muy bien y simpático. En el futuro . . . futuro yo quiero que yo tenga muchos amigos y yo tenga mi familia . . .*

This is an adequate response that suggests competence. It lacks fullness and control; however, some fluency is demonstrated. The vocabulary is adequate.

4. (2 points) *Si una amiga está triste . . . yo . . . yo hago muy, muchos chistes sonri . . . sonreo . . . ah . . . compro regalos para ella y aconsejo a ella que..*

This is an adequate response that suggests competence. While some fluency is demonstrated, there is also hesitation. Although the student struggles with control of structures, this sample provides enough information to have kept it from earning a 1.

5. (3 points) *Es muy importante . . . ser feliz en su vida porque la vida no es muy largo. Necesita . . . necesita tener muchos amigos y el amor . . . de su familia.*

This is a good response that demonstrates competence. Good fluency and ease of expression with good control of structures is evident. This student clearly understands the question and addresses happiness rather than sadness in her response.

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Speaking—Directed Responses (continued)

Sample: C

Score: 2, 2, 1, 1, 1

1. (2 points) *Ah, hay más cosas que yo contribujé porque . . . um . . . depende en la persona . . . um . . . mi amiga le gusta . . . ir a la playa y si yo quiero contribuir a su felicidad yo manejo . . . ah . . . yo maneje yo manejo ella a la playa.*

This is an acceptable answer that suggests competence. The response addresses the question adequately and demonstrates some fluency. The vocabulary is adequate, but there are some errors in structure.

2. (2 points) *Yo creo que sí porque . . . um . . . hay más cosas que tecnológico contribuja los, las vidas como la música y una persona que le gusta música más quiere music con ellos . . . ah . . . todo la, todo el tiempo y si quieres . . . ah . . . el músico toda la tiempo tiene . . .*

This answer suggests competence. There is some fluency, vocabulary is adequate, and there are numerous attempts at self-correction. However, there are several errors in structure.

3. (1 point) *Ah pod . . . me podría me felicidad en . . . um . . . en el futuro . . . um . . . de mi boda o . . . e . . . del colegio o en los otros . . . oco . . . um . . . oportunidades de las personas que yo . . . um . . .*

This is a poor sample that suggests incompetence. Pronunciation and labored expression interfere with communication. There is limited control of structures, few vocabulary resources, and limited fluency.

4. (1 point) *Ah . . . yo hablo con ella . . . um . . . en una voz más alta y con mucho felicidad . . . um . . . y ella . . . y con mucho . . . um . . . ah y cuando yo estoy chistosa ella estoy chistosa y . . .*

This is a poor sample that suggests incompetence. The response addresses the question inadequately due to lack of resources. There are random words sprinkled throughout the response indicating that the student understood the question. There is limited control of structures and limited fluency.

5. (1 point) *Ellos no necesitan . . . um . . . ah a ver tristeza porque no es bueno para sus . . . um . . . ellos para la salud y para los cuerpos porque . . . um . . . en el fin hay muchos causas de . . . um . . . de problemas en los cuerpos de tristeza y . . .*

This is a weak answer that suggests incompetence. With limited control of structures and few vocabulary resources, the response does not adequately address the question. It is labored and demonstrates limited fluency.