

AP[®] SPANISH LANGUAGE 2007 SCORING COMMENTARY

Interpersonal Speaking (Simulated Conversation)

Note: In transcripts of students' responses, two dots indicate a pause.

Overview

This part of the exam was designed to engage students in a cohesive and well-organized telephone conversation, using the appropriate register. In the instructions in both English and Spanish, they were asked to participate in a conversation with their friend Eduardo, who had two tickets to a concert. The prompts allowed them to accept the invitation, to finalize the plans, and also to recount the most recent concert they had attended. The students needed to recognize significant details from both the written outline and the auditory prompts that they heard during the conversation. They were expected to demonstrate their oral ability by participating fully in the conversation and illustrating their abilities to integrate listening, reading, and speaking. They were scored on effective task completion, topic development, and language use, equally considered.

Sample: IS-AA

Score: 4

Transcript of Student's Responses

Hola Eduardo. ¿Cómo estás? Hace demasiado tiempo que te he visto. . . Uh . . . Yo estoy llamándote porque me llamaste . . . ah . . . más temprano. ¿Qué es . . . ah . . . este evento que quieres que yo asista?

Yo no creo que los tengas. ¿Estás seguro que quieres que yo asista al concierto de Shakira contigo? Yo estoy tan feliz que quieras que yo asista contigo. ¿Cuándo es . . . ?

Yo estoy tan feliz que vayamos a estar en el concierto, pero no puedo ir al café con tus amigos. Yo tengo que ir, salir con una chica cuando vuelvo del concierto porque . . .

Si yo, tú puedes . . . uh . . . juntarnos si quieres, pero no sería muy divertido porque ella es mi novia. Y tendrías que mirarnos cuando besamos y nos damos abrazos.

Sí, pero, si quieres juntarnos, entonces puedes. Yo yo no puedo esperar por el concierto. Y creo que va a ser tan divertido y después del concierto podemos decidir lo que queremos hacer.

Commentary

This sample demonstrates command in interpersonal speaking. The student appropriately addresses and completes the task with well-developed treatment and responses to almost all of the conversational prompts. While prompt 3 is not complete, the responses are well organized and generally cohesive. The student fails to respond accurately to prompt 4 but never loses the thread of the conversation; although the response is inaccurate, it is relevant to the overall sense of the conversation. Language use is generally very good, and the student attempts complex structures with varying degrees of success. He occasionally loses control of these structures as well as less complex ones such as noun–adjective agreement: “¿Qué es . . . este evento que quieres que yo asista?” Fluency is very good, occasionally approaching excellence, but there are some vocabulary and conjugation problems: “tú puedes juntarnos si quieras . . . y tendrías que mirarnos.” Generally, the student uses a wide range of verb tenses accurately: “he visto,” “estoy llamándote,” “llamaste.” Pronunciation is very good in spite of some problems with the sound of the vowels o and a: “can,” “esperer.”

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Interpersonal Speaking (Simulated Conversation) (continued)

Sample: IS-BB

Score: 3

Transcript of Student's Responses

Hola Eduardo. Buenos días. Yo he llamado porque yo recibe tu mensaje. ¿Qué es el evento Eduardo? Dime por favor, yo quiero que oírlo.

Oh sí, iré contigo, gracias por invitar, invitarme. Sabes que me gusta Shakira mucho. Estoy muy emocionada.

Oh, actualmente lo siento Eduardo, pero, pero necesito que rechazar tu invitación. No puedo ir en sabado. Tal vez podemos ir a un concierto en la semana próxima o en el mes próximo.

Tal vez podemos ir a un concierto de Roberto Dylan si él es en . . uh . . vuestro pueblo o tal vez podemos ir a concierto de un otro . . uh . . cantador.

Oh gracias, gracias. Está bien conmigo. Adiós mi amigo.

Commentary

This sample demonstrates competence in interpersonal speaking. The student adequately addresses and completes the task with mostly relevant treatment of the thread of the conversation. Prompt 4 is misunderstood, and the student gives an answer that merely expands on his response for prompt 3: “*Tal vez podemos ir a un concierto de Roberto Dylan si él es en . . . vuestro pueblo.*” The preceding citation also illustrates the student’s preference for simple structures, some of which are managed with ease and some that are unsuccessfully produced. The same example also shows a good range of vocabulary with transitional expressions such as “*Tal vez.*” In spite of good fluency overall, the student demonstrates occasional weaknesses in the areas of pronunciation and stress: for example, the letter h in “*he*” is sonorized, the z in “*rechazar*” is mispronounced, and stress syllables in the words “*sábado*” and “*iré*” are misplaced.

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Interpersonal Speaking (Simulated Conversation) (continued)

Sample: IS-CC

Score: 1

Transcript of Student's Responses

Hola. Me llamo es Nicolás. ¿Cómo es el evento?

Sí. Yo acepta la invitación de concierto.

No. Nosotros tengo comemos . . ah . .

El café es en ciudad Hall.

En domingo a la café en ciudad Hall. Vamos.

Commentary

This sample clearly demonstrates lack of competence in interpersonal communication. The student struggles to complete the task and does so with only minimal success. The response for prompt 3 is incomplete since the student does not suggest an alternative to Eduardo's invitation to accompany him and his friends after the Shakira concert. He totally misunderstands the interlocutor's question about the last concert he had seen and responds with an irrelevant statement: "*el café es en ciudad.*" The student gives an almost identical response to prompt 5 and shows clearly that he has difficulty in understanding the prompts, thereby almost completely losing the thread of the conversation. Fluency is minimal, and expression is labored. In spite of utilizing the entire time allowed for the completion of each response, total language production is less than 40 words. Because of numerous weaknesses in vocabulary, grammatical structures, and pronunciation (for example, mispronunciation of words such as "*acepta,*" "*invitación,*" and "*concierto*"), the student is unable to successfully complete the task or to develop the topic of the conversation.