

AP[®] SPANISH LANGUAGE—2009 INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> • Fully addresses and completes the task • Responds fully and appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Relevant, thorough treatment of all/almost all elements of the thread of the conversation • Very well-organized and cohesive responses • Accurate social and/or cultural references included 	<ul style="list-style-type: none"> • Use and control of complex structures; very few errors with no patterns • Rich vocabulary used with precision • High level of fluency • Excellent pronunciation • Register is highly appropriate
4 Demonstrates command	MID-HIGH A speech sample that <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> • Appropriately addresses and completes the task • Responds appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> • Relevant, well-developed treatment of the elements of the thread of the conversation • Well-organized, generally cohesive responses • Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> • Use of complex structures, but may contain more than a few errors • Very good vocabulary • Very good fluency • Very good pronunciation • Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> • Addresses and completes the task • Responds adequately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> • Relevant treatment of the elements of the thread of the conversation • Organized responses with adequate cohesiveness • Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> • Control of simple structures, with few errors; may use complex structures with little or no control • Good range of vocabulary, but may have occasional interference from another language • Good fluency with occasional hesitance; some successful self-correction • Good pronunciation • Register is generally appropriate
2 Suggests lack of competence	MID-LOW A speech sample that <i>suggests lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> • Partially addresses and/or completes the task • Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> • May have some irrelevant treatment of elements of the thread of the conversation • Responses may have inadequate organization / cohesiveness • Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> • Limited control of simple structures, with errors • Narrow range of vocabulary; frequent interference from another language may occur • Labored expression; minimal fluency • Fair pronunciation, which may affect comprehension • Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> • Does not complete the task • Responds inappropriately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> • Irrelevant treatment of elements of the thread of the conversation • Responses may not be cohesive or may be disorganized • Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> • Frequent errors in use of structures • Few vocabulary resources; constant interference from another language • Little to no fluency • Poor pronunciation impedes comprehension • Minimal to no attention to register
0	A speech sample that receives this score may be blank or nearly blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, a mere verbatim restatement of what the interlocutor has said or of what is written on the exam, or may not provide evidence of sufficient language to evaluate the conversation.			

AP[®] SPANISH LANGUAGE 2009 SCORING COMMENTARY

Interpersonal Speaking (Simulated Conversation)

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 sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

The intent of this task was to assess students' interpersonal communication skills. The task elicited responses based on a recorded, simulated conversation and an outline that asked students to perform different linguistic tasks throughout the conversation. Instructions in both English and Spanish told students that they had 30 seconds to read the outline of the conversation. They then listened to a recorded message and had 1 minute to reread the outline that indicated five responses that they were to give, as fully and appropriately as possible.

This year's simulated conversation was an invitation from Rafael to join him and his cousins for dinner at a downtown restaurant, La Vaca Loca. Prompts included comments about menu items, directions to the restaurant, and a recommendation for an activity the next day. Responses were scored on task completion, topic development, and language use, equally considered.

Sample: IS-1A Score: 5

Transcript of Student's Responses

Hola Rafael. ¿Cómo estás? Um . . . es bueno que me llames, quiero hablar con alguien ahora. ¿Tienes planes? Yo recibí tu mensaje. ¿Cómo es la comida en la, en el restaurante? Um . . . tus primas te visitarás? Mm . . . sí . . . um . . . estoy muy emocionada . . . ahora.

Oh, ¿de carne? Oh . . . no sé es probable que no me guste estos platos porque creo que . . . um . . . no quiero comer . . . ah . . . mucho . . . mucho carne, porque . . . um . . . estoy muy saludable y . . . um . . .

Ah, sí, es . . . um . . . este restaurante tiene una variedad de comida . . . um . . . es necesario que . . . yo sepa dónde es la restaurante y cómo llego, ¿por taxi o autobús . . . um . . . qué recomiendas? Um . . . sí estoy muy um . . .

Mm . . . mañana es domingo, creo que um . . . por la mañana yo necesito ir al iglesia ah . . . y después yo . . . um . . . haré mi tarea . . . um . . . sí, no tengo . . . um . . . mucho para hacer . . . um . . . y gracias por su información.

Oh, sí, tengo mucho. La ciudad tiene . . . uh . . . muchas cosas interesante para hacer. Um . . . puedes ir al cine con tus primos . . . um . . . y también . . . um . . . si ellos . . . um . . . quieren ir de compras, hay . . . um . . . muchas tiendas.

Commentary

This response demonstrates excellence in interpersonal speaking. The student fully addresses and completes the task, responding thoroughly and appropriately to all parts of the conversation, including several complete thoughts for each prompt: “es bueno que me llames, quiero hablar con alguien ahora. ¿Tienes planes? Yo recibí tu mensaje. ¿Cómo es la comida en la, en el restaurante?”; “este restaurante tiene una variedad de comida . . . um . . . es necesario que . . . yo sepa dónde es la restaurante y cómo llego, ¿por taxi o autobús . . . um . . . qué recomiendas?” The responses are very well organized and cohesive: “es bueno que me llames”; “es probable que no me guste estos platos”; “es necesario que . . . yo sepa dónde es”; “creo que . . . um . . . no quiero comer”; “puedes ir al cine con tus primos . . . um . . . y también.” While there are some errors in structure,

AP[®] SPANISH LANGUAGE 2009 SCORING COMMENTARY

Interpersonal Speaking (Simulated Conversation) (continued)

overall the student uses and controls complex structures: “*tus primas te visitarás*,” “*estos platos*,” “*estoy muy saludable*.” Vocabulary is rich and used with precision, and the student uses excellent connector words throughout the conversation: “*muy emocionada*,” “*una variedad*,” “*es bueno que*,” “*es necesario que*,” “*haré mi tarea*.” While the student’s pronunciation is not very good, it does not prevent her from engaging in the conversation and completing the task.

Sample: IS-1B

Score: 3

Transcript of Student’s Responses

Hola. ¿Qué tal Rafael? . . . Uh . . . es Dillan. Recibí su mensaje y . . . ah . . . ¿Qué es el nombre del restaurante? . . . eh . . . ¿Qué tipo de comida tien . . . comida tiene? Yo quiero . . . uh . . . va a . . . va . . . quiero ir a un restaurante contigo.

Eh . . . no me gus . . . ta este tipo de comida. Uh . . . es demasiado caliente y extraño . . . ah . . . y también tuvo un mal . . . ah . . . experiencia co . . . con este tipo cuando era niño. Quiero un otro tipo, por favor.

Mm . . . ah . . . eso es bien . . . ah . . . me gusta los ensaladas y . . . ah . . . pastas mucho. Um . . . dónde . . . ah . . . dónde está el restaurante y . . . ah . . . cómo, cómo lle . . . gó . . . cuando . . . um . . . ¿a qué hora?

Pues, ah . . . yo . . . ah . . . yo quiero ir al igles . . . a . . . a la iglesia y también . . . ah . . . la casa de mis . . . ah . . . abuelos para visitar . . . ah . . . mis abuelos . . . um . . . y también . . . ah . . . quiero ir . . .

Mm . . . tus prima . . . tus . . . ah . . . primos y tú . . . ah . . . podéis . . . uh . . . poden . . . podéis . . . ah . . . ir al . . . al zoo . . . ah . . . porque hay, porque los osos y los monos en el zoo son muy interesantes y graciosos.

Commentary

This response demonstrates competence in interpersonal speaking. The student completes the task, responding adequately to all parts of the conversation: “*¿Qué tal Rafael? . . . Uh . . . es Dillan. Recibí su mensaje y . . . ah . . . ¿Qué es el nombre del restaurante? . . . eh . . . ¿Qué tipo de comida tien . . . comida tiene?*”; “*no me gus . . . ta este tipo de comida*”; “*me gusta los ensaladas y . . . ah . . . pastas mucho*”; “*yo quiero ir al igles . . . a . . . a la iglesia*.” The conversation is relevant, organized, and cohesive: “*¿Qué es el nombre del restaurante? . . . eh . . . ¿Qué tipo de comida tien . . . comida tiene?*”; “*dónde . . . ah . . . dónde está el restaurante*”; “*la casa de mis . . . ah . . . abuelos para visitar*.” The student is clearly engaged in the conversation; however, there are more than a few errors: “*también tuvo un mal . . . ah . . . experiencia co . . . con*”; “*Quiero un otro tipo*”; “*me gusta los ensaladas*”; “*cómo lle . . . gó*.” There is awkwardness of expression and some hesitation: “*uh . . . va a . . . va . . . quiero ir a un*”; “*Mm . . . ah . . . eso es bien . . . ah . . . me gusta los ensaladas y . . . ah*”; “*visitar . . . ah . . . mis abuelos . . . um . . . y también . . . ah . . . quiero ir*”; “*Mm . . . tus prima . . . tus . . . ah . . . primos y tú . . . ah . . . podéis . . . uh . . . poden . . . podéis . . . ah . . . ir al . . . al zoo . . . ah*.” Vocabulary is good, although there is occasional interference from another language: “*Qué tipo de comida*,” “*caliente*,” “*mal . . . experiencia*,” “*iglesia*,” “*abuelos*,” “*los osos y los monos . . . graciosos*.” Register is generally appropriate.

**AP[®] SPANISH LANGUAGE
2009 SCORING COMMENTARY**

Interpersonal Speaking (Simulated Conversation) (continued)

Sample: IS-1C

Score: 1

Transcript of Student's Responses

Hola Rafael . . um . . ¿qué tal? Uh . . uh . . uh . . ¿cómo está la comida en el, la restaurante? Um . . y adónde voy . . um . . a la restaurante? Ah . . no sé . . uh . . adónde voy . . um . .

Ah, sí . . um . . me gusta carne . . um . . ah . . ah . . ¿qué otros comida en la restaurante?

. . Um . . estos . . ah . . platos es muy bien . . um . . pero no me gusta ensalada. Me gusta carne . . uh . .

Um . . uh . . yo plano . . uh . . llegar a mi casa y . . dormir. Uh . . tengo planes con mis amigos, y ¿tú?

Sí . . um . . hay un . . hay . . hay el cine en . . um . . en el medio de . . um . . ah . . en el . . um . . cine . . en la ciudad . . um . .

Commentary

This sample demonstrates lack of competence in interpersonal speaking. The student is on task, but the response is incomplete and inappropriate in addressing most of the prompts of the conversation: “¿cómo está la comida en el, la restaurante?”; “y adónde voy . . um . . a la restaurante? Ah . . no sé . . uh . . adónde voy”; “Um . . estos . . ah . . platos es muy bien . . um . . pero no me gusta ensalada. Me gusta carne”; “Sí . . um . . hay un . . hay . . hay el cine en . . um . . en el medio de.” The response is not cohesive or organized, and there are frequent errors in use of structures: “¿qué otros comida en la restaurante?”; “Um . . estos . . ah . . platos es muy bien”; “yo plano . . uh.” There are few vocabulary resources, thus the response is very repetitive: “la comida,” “la restaurante,” “es muy bien,” “casa,” “dormir,” “tengo,” “amigos,” “hay,” “cine.” This student does not have the linguistic ability to complete the task and develop the topic.