

**AP® SPANISH LANGUAGE — 2011 INTERPERSONAL SPEAKING SCORING GUIDELINES**

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

# AP<sup>®</sup> SPANISH LANGUAGE SPEAKING 2011 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 question 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 elicited responses they were to give as fully and appropriately as possible. A change in the instructions this year stated that students were expected to use all the response time (20 seconds) to speak during each of their five interventions.

The simulated conversation required the student to respond to a message left on the answering machine from a friend, Juana, who asked the student to return her calculator, which she believed she had lent to the student. The conversation then developed into an invitation to Juana's birthday party, which the student was supposed to decline, and then an alternative activity. The student was then asked to confirm the plan and say good-bye. Responses were scored on task completion, topic development and language use.

### Sample: 1A

Score: 4

### Transcript of Student's Responses

*Hola Juana, es .. uh .. lliono cómo está .. um .. lo siento pero .. uh .. no tengo tu calculadora. Um .. no sé lo que pasó, lo siento mucho, Juana, .. um .. no puedo darle .. uh .. mañana. En .. tonches .. soy .. lo siento mucho .. y ..*

*Ah .. Julio, sí .. um .. sí .. él .. él .. lo debe tenerlo .. um .. pero; ¿tú todavía tiene mi libro de biología? Y lo necesito para el examen de jueves .. um .. tú podreame .. uh .. darmelo .. uh .. mañana .. uh .. porque necesito estudiar mucho para el ..*

*Ay Gracias Juana, pero .. uh .. lo siento no puedo venir .. uh .. ten .. este sábado tengo .. um .. una competición de caballo .. y no podré .. no podré ir. Um .. empieza en la mañana y .. um .. termina .. eh .. eh .. en la tarde .. entonches .. um .. no podré ir. Lo siento mucho.*

*Ah sí, me gustaría mucho ir contigo .. um .. hay un nuevo restaurante .. um .. acerca de la escuela .. uh .. ¿quieres ir? .. um .. parece .. um .. parece que es muy bueno. No .. no fui pero .. um .. poderemos ir allí .. um .. y para tu cumpleaños. Y después .. um .. poderemos ..*

*Oh .. ok .. um .. nos veremos .. uh .. mañana al restaurante a las .. um .. siete y media. Um .. gracias .. uh .. Juana y .. um .. uh .. te veo mañana, gracias y feliz cumple .. cumpleaños este sábado.*

# AP<sup>®</sup> SPANISH LANGUAGE SPEAKING 2011 SCORING COMMENTARY

## Interpersonal Speaking — Simulated Conversation (continued)

### Commentary

This response demonstrates command in interpersonal speaking. The student appropriately addresses and completes the task, responding appropriately to all parts and prompts of the conversation. The conversation is relevant and well developed and the student is engaged throughout: “*No sé lo que pasó, lo siento mucho, Juana*”; “*lo siento no puedo venir ... este sábado*”; “*gracias Juana y te veo mañana, gracias y feliz ... cumpleaños este sábado.*” The response is well organized and cohesive, even though “*lo siento*” and “*poder*” are repeated often. Complex structures are used, but with more than a few errors: “*No sé lo que pasó, lo siento mucho, Juana*”; “*tú podreame darmelo mañana porque necesito estudiar mucho*”; “*Ah sí, me gustaría mucho ir contigo*”; “*No no fui pero poderemos ir allí.*” The vocabulary is not very good, but it is only one factor and does not prevent the student from appropriately engaging in the conversation: “*lo siento*”; “*pasó*”; “*biología*”; “*examen*”; “*competición de caballo*”; “*empieza*”; “*termina*”; “*nuevo restaurante.*” Although at times the pronunciation is not very good, it does not prevent communication of the message: “*Entonches*”; “*ok.*”

### Sample: 1B

#### Score: 3

### Transcript of Student's Responses

*Hola Juana, es Catalina. Yo .. uh .. se llamo porque yo quiero responder a su mensaje. Uh .. desafortunadamente yo no tengo su calculador. Sí, yo sé que tú necesitas pero no tengo. Lo siento.*

*Oh vale, no es un problema. Yo sé .. um .. es .. yo sé que Julio necesita .. necesito para su proyecto. Pero yo recuerdo que tú tienes mi chaqueta que .. uh .. yo .. uh .. me gusta.*

*Uh .. vale .. quiero .. pero yo tengo .. uh .. um .. yo voy a tener mi .. trabajo y .. entonces yo no .. puedo venir. Uh .. es desafu .. desafortunadamente pero, lo siento, no puedo.*

*Sí, claro que sí, es un .. buen opción. Uh .. vale .. uh .. ¿quieres que nosotros .. uh .. vamos al .. a .. Paneras para un almuerzo or una cena? porque yo sé que te gusta Panera mucho.*

*Vale, vale .. uh .. nosotros vamos a ir a Panera para almuerzo ¿a las dos? Vale, entonces, adiós, hasta luego, voy a verte a las dos en Panera.*

### Commentary

This response demonstrates competence in interpersonal speaking. The student completes the task, responding adequately to all parts and prompts of the conversation. There is relevant treatment of the elements of the thread of the conversation, and overall the response is organized and adequately cohesive: “*tú tienes mi chaqueta que ... me gusta*”; “*yo voy a tener mi trabajo y entonces yo no puedo venir.*” There is control of simple structures along with generally good subject-verb agreement, with some errors: “*yo quiero responder*”; “*Sí, yo sé que tú necesitas*”; “*yo sé que Julio necesita .. necesito*”; “*vale ¿quieres que nosotros vamos al*”; “*Vale, entonces, adiós, hasta luego, voy a verte a las dos.*” The vocabulary is good, “*vale*” is repeated throughout the conversation. The student has good fluency, though with some hesitation, and the register is appropriate but not always consistent: “*se llamo*”; “*no tengo su calculador.*”

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## Interpersonal Speaking — Simulated Conversation (continued)

**Sample: 1C**

**Score: 1**

### Transcript of Student's Responses

*Hola, Juana. Quiero hablar sobre su..tu mensaje. Lo siento pero no tengo su calculadora. Pero tengo .. mios es en mi mochila .. um .. y .. no .. tiene su calculadora porque en la clase de ..*

*Ah, lo siento, Julio .. um .. usó su calculadora la semana pasada en la clase de matemáticas. Um .. no sé .. sobre mi calcula .. dora pero es .. um .. es bien.*

*No .. porque .. um .. necesito mis .. mis cosas pera es .. cuela .. um .. tú tie .. nes mi calculadora, mi mochila y mi cuaderno y necesito .. um .. mis cosas y no puede ..*

*Sí .. um .. por supuesta .. um .. quiero .. quiero .. asistir a su .. fiesta porque su .. mi amigo y .. um .. necesito tiempo pera .. hablar con mis ..*

*Sí .. um .. gracias por la invitación .. uh .. y voy a hablar sobre Julio pera hablar sobre su calculadoras. Lo siento pera la situación y .. chao.*

### Commentary

This response demonstrates lack of competence in interpersonal speaking. The student is unable to complete the task, responding inappropriately to most parts and prompts of the conversation: “no sé sobre mi calculadora pero es ... bien”; “No porque necesito mis ... cosas pera escuela tú tienes mi calculadora, mi mochila y mi cuaderno.” In response to the second prompt, the student does not remind Juana that she still has something that belongs to him. The student’s request in the third prompt is irrelevant to the invitation to the birthday party: “necesito mis ... cosas pera escuela tú tienes mi calculadora, mi mochila y mi cuaderno.” The elements of the response are not cohesive and are disorganized: “y no tiene su calculadora porque en la clase de”; “Sí por supuesta quiero quiero.” There is limited control of simple structures. Few vocabulary resources are used, and there is minimal fluency: “tengo mios es en mi mochila”; “quiero asistir a su fiesta porque su mi amigo y necesito tiempo pera hablar con mis”; “voy a hablar sobre Julio pera hablar”; “Lo siento pera la situación y chao.” There is minimal attention to register: “su .. tu mensaje”; “no tengo su calculadora”; “quiero asistir a su fiesta.” Interference from another language is evident: “Quiero hablar sobre su ... mensaje”; “tengo mios es en mi mochila.”