

AP[®] SPANISH LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

Interpersonal Speaking: Conversation

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Mostly consistent use of register appropriate for the conversation
 - Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) improves comprehensibility
-

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
 - Provides required information (e.g., responses to questions, statement and support of opinion) with some elaboration
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Generally consistent use of register appropriate for the conversation, except for occasional shifts
 - Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
 - Clarification or self-correction (if present) usually improves comprehensibility
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3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the conversation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
 - Provides some required information (e.g., responses to questions, statement and support of opinion)
 - Partially understandable, with errors that force interpretation and cause confusion for the listener
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Use of register is generally inappropriate for the conversation
 - Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
 - Clarification or self-correction (if present) usually does not improve comprehensibility
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1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
 - Provides little required information (e.g., responses to questions, statement and support of opinion)
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax and usage
 - Minimal or no attention to register
 - Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility
 - Clarification or self-correction (if present) does not improve comprehensibility
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0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
 - Clearly does not respond to the prompts
 - “I don’t know,” “I don’t understand” or equivalent in any language
 - Not in the language of the exam
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- (hyphen): **BLANK (no response although recording equipment is functioning)**

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Task 3: Conversation

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, two dots indicate that the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. The task elicited responses based on a recorded conversation and an outline that asked the students to perform different linguistic tasks. Instructions in both English and Spanish informed students that they had 1 minute to read the directions and 1 minute to read a preview of the conversation. Shortly thereafter, the conversation began and students had 20 seconds to record their response. Students were instructed to participate in the conversation as fully and appropriately as possible.

Sample: 3A

Score: 4

Transcript of Student's Response

1. *Pues ah que chévere este es hum bueno idea y ah ah yo quiero alguien para vivir con cuando a salir para la universidad esto es una buena una muy buena idea, Raul. Y ah..*
2. *Pues necesita ah a ser algo alguien que ah puede que puede cocinar y que puede ah comprar ir de compras ah .. y puede pagar por sus propios gastos en el apartamento.*
3. *Pues esto va a ser una problema muy grande pero ah .. no es una problema para encontrar a alguien otro que puede vivir con nosotros en nuestro apartamento, no es problema.*
4. *Uh .. hum .. esto es muy ah muy interesante porque ah .. hay mucha buena comida en la cafetería de la universidad y a.. me gustaría mucho la comida que sirven aquí porque son de restaurantes.*
5. *Ah podemos visitar el campus ah pues este fin de semana o la próxima fin de semana porque ah no tengo que trabajar y no tenemos la escuela. Ah va a, va a verlo ahora. Hasta luego.*

Commentary

This response reflects a good performance in interpersonal speaking. The response uses varied and generally appropriate vocabulary and idiomatic language. The conversation is fully understandable with some errors that do not impede comprehensibility (“Yo quiero alguien para vivir cuando salir para la universidad”; “va a ser una problema muy grande pero ah .. no es una problema para encontrar a alguien otro”). The response provides required information by responding to the questions and giving some elaboration (“Podemos visitar el campus ah pues este fin de semana o la próxima fin de semana porque no tengo que trabajar y no tenemos la escuela”). The response is lengthy and it demonstrates general control of grammar, syntax, and usage, though usage is not always varied and appropriate. Globally, the response lacks accuracy and variety in grammar, syntax, and usage and it does contain some errors (“Uh .. hum esto es muy ah muy interesante porque ah .. hay mucha buena comida en la cafetería de la universidad y a .. me gustaría mucho la comida que sirven aquí porque son de restaurantes”). Overall, this response sustains a good performance in interpersonal speaking.

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Task 3: Conversation (continued)

Sample: 3B

Score: 3

Transcript of Student's Response

1. *Hola Raúl, hum que bueno que está aceptado en la misma universidad a la que yo estaba .. a que yo voy a asistir. Yo creo que es muy importante a vivir en la residencia de la universidad para experimentar todo los..*
2. *Bueno yo creo que lo más importante que la person la persona sea simpático y que sea muy organizado con sus cosas para que nosotros no están limpiando a él o a ella. También yo creo que es muy importante que la persona (tono) es flexible ..*
3. *Bueno yo creo que yo debería hablar con la persona y decir que si hay un unas medidas que podemos hacer para que nosotros juntamos más bien entre la cuarto.*
4. *Yo creo que es un buena idea porque nosotros no necesitamos ah comprar comida para el cuarto y también que hay comida haz .. que es todavía haciendo los personas en la cafetería para (tono) nosotros a comer.*
5. *Yo tengo un una cita para el próxima semana para ir a la el universitario si quieres ir conmigo. Es un buen experiencia para .. ver el camp el campamiento y.. tener una idea como va a ser (tono) la vida de..*

Commentary

This response reflects a fair performance in interpersonal speaking. The response maintains the exchange in an appropriate manner with responses that are generally understandable (“Yo creo que es un buena idea porque nosotros no necesitamos ah comprar comida para el cuarto y también que hay comida haz .. que es todavía haciendo los personas en la cafetería para nosotros a comer”). The response uses appropriate but basic vocabulary and there are some errors that impede comprehensibility (“están limpiando a él o a ella”; “nosotros juntamos más bien entre la cuarto”; “hacienda los personas en la cafetería para nosotros a comer”). The response maintains the exchange with responses that are somewhat appropriate within the context of the task (“Yo tengo un una cita para el próxima semana para ir a la el universitario si quieres ir conmigo. Es un buen experiencia para .. ver el camp el campamiento y.. tener una idea como va a ser la vida de”). The response is generally understandable and overall the conversation is fair.

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Task 3: Conversation (continued)

Sample: 3C

Score: 2

Transcript of Student's Response

1. *Hola Raúl, ¿cómo estás? No me digas yo asistiré a la misma universidad de tú. Yo pienso que no es una buena idea para nosotros vivir en la misma cuarto.*
2. *Pues en mi opinión es importante si una persona levántase muy temprano o muy tarde y si una persona tiene muchas clases con la otra persona o no porque los, los ..*
3. *Pues yo pienso que las, los dos, las dos personas no pueden ser amigos o o o antes de conocen a otros porque entonces las personas fui ..*
4. *Pues es un buena idea para .. almorzar o cenar en la cafatería y .. entonces las personas pueden ...*
5. *Si yo voy a visitar al campos y yo pienso que es un campo muy feo y aquí hay muchas personas y ellos son muy ami, amable y ..*

Commentary

This response reflects a weak performance in interpersonal speaking. The exchange consists of responses that are minimally appropriate and the exchange is partially maintained. Some errors force the listener to interpret and therefore confuse the listener ("*Pues en mi opinión es importante si una persona levántase muy temprano*"; "*Si yo voy a visitar al campos y yo pienso que es un campo muy feo y aquí hay muchas personas y ellos son muy ami, amable y ..*"). The response contains limited vocabulary and limited control of grammar ("*o antes de conocen a otros porque entonces las personas fui*"). The response does not have the resources to get out of the weak range in interpersonal speaking.