

AP[®] SPANISH LANGUAGE AND CULTURE EXAM 2016 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 that 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

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

AP[®] SPANISH LANGUAGE AND CULTURE EXAM 2016 SCORING GUIDELINES

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

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

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

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

- (hyphen): BLANK (no response although recording equipment is functioning)

AP[®] SPANISH LANGUAGE AND CULTURE 2016 SCORING COMMENTARY

Task 3: Conversation

Note: Student samples 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

This task assessed speaking in the interpersonal communicative mode by having students respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. The conversation proceeded and included 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation, according to the outline and the simulated interlocutor's utterance.

The task assessed speaking in the interpersonal mode by asking the student to participate in a recorded conversation; the student responded to questions and/or statements provided by the interlocutor based on the outline of the conversation. Students were asked to perform different linguistic skills such as maintaining the conversation, responding to questions, elaborating with details and eliciting a question. The instructions for this task are in both English and Spanish; students have one minute to read the directions and one minute to read a preview of the conversation. Shortly thereafter the conversation begins and students have 20 seconds to record each response. Students are instructed to participate in the conversation as fully and appropriately as possible.

Sample: 3A

Score: 5

Transcription of Student Response

Hola Sonia. Yo entiendo completamente. Eh fue muy divertido la fiesta. Me siento muy triste que no pudiste estar allí. Ah .. ¿cómo fue .. tu cosa?

Sí me interesa, interesaría a participar en esto. A mí me encanta trabajar con los niños ¿Cómo ah escuchaste de la oportunidad? Yo estaba buscando algo así por meses. ¡Qué interesante!

Ah puedo dibujar con ellos. Yo les puedo ah enseñar música y hacer juegos de teatro con ellos porque yo pienso que la .. el arte es muy importante para enseñarle a los niños jóvenes.

No .. yo estoy un poquito ocupada todas las tardes pero sí estoy interesada a hacer algo una posición um regularmente sólo que no puedo hacer toda las tardes. ¿Entiendes tú?.. Porque ..

¿Ah quién más está trabajando con ustedes? Y ¿qué actividades ustedes hacen con los hij .. niños en el centro? Porque estoy interesada en todas las diferentes ah maneras que ustedes están ayudando también.

Commentary

This is a sample of a strong performance in interpersonal speaking. The student provides the required information with clearly appropriate responses for each one of the utterances. There is frequent elaboration: "Ah puedo dibujar con ellos. Yo les puedo ah enseñar música y hacer juegos de teatro con ellos porque yo pienso que la .. el arte es muy importante para enseñarle a los niños jóvenes." The conversation proceeds in a very natural manner with appropriate use of register: "No .. yo estoy un poquito ocupada todas las tardes pero sí estoy interesada a hacer algo una posición um regularmente sólo que no puedo hacer toda las tardes. ¿Entiendes tú? .. Porque .." The vocabulary is varied and appropriate: "entiendo completamente"; "un

AP[®] SPANISH LANGUAGE AND CULTURE 2016 SCORING COMMENTARY

Task 3: Conversation (continued)

poquito ocupada.” There is ease and clarity of expression. Errors do not impede comprehensibility: “¿Cómo fue .. tu cosa?”; “¿Cómo ah escuchaste de la oportunidad?”; “estoy interesada a hacer algo una posición um regularmente sólo que no puedo hacer toda las tardes.” The pronunciation, intonation, and pacing make the response comprehensible.

Sample: 3B

Score: 3

Transcription of Student Response

La fiest .. Hola, me gusta .. tú. La fiesta fue muy bien. En la fiesta ah .. tuvimos el pastel y muchas personas um va a la fiesta y fue excelente.

Oh sí, me gusta .. voluntar mucho. Um, en mi tiempo libre yo voluntó en un program programa de niños a la al parque y todavía es muy divertido.

Con los niños jugamos fútbol, fútbol americano, ah baloncesto y también actividades divertidos que no son deportes. Me gusta, me gusta mucho los niños. Um ..

Ah no, me gustaría la idea de ayuda la gente pero um en los días que ah tú dijo .. um tengo planes y no puedo hacerlo. Muchas gracias por el ..

Um .. quiero recibir más dinero porque necesito trabajo um en el centro. Pero me gusta la idea de um voluntaria mucho y pienso que es un ..

Commentary

This is a sample of a fair performance in interpersonal speaking. The student maintains the exchange and the thread of the conversation never breaks, despite some fluctuations in answer quality. The student understands the prompts and the answers are somewhat appropriate: “*La fiesta fue muy bien*”; “*Oh sí, me gusta .. voluntar mucho*”; “*Ah no, me gustaría la idea de ayuda la gente pero um en los días que ah tú dijo.*” There is a lack of elaboration because of a lack of vocabulary and grammatical resources. The vocabulary is appropriate but basic: “*La fiest .. Hola, me gusta .. tú. La fiesta fue muy bien. En la fiesta ah .. tuvimos el pastel y muchas personas um va a la fiesta y fue excelente.*” There is some control of grammar: “*tengo planes y no puedo hacerlo.*” The sample is generally understandable with errors that may impede comprehensibility: “*Um .. quiero recibir más dinero porque necesito trabajo um en el centro. Pero me gusta la idea de um voluntaria mucho y pienso que es un.*” The fifth response does not include a question but is reasonably connected to the prompt. Pronunciation, intonation, and pacing make the response generally comprehensible, although there are errors that may interfere occasionally with intelligibility. Overall this student delivers a fair performance.

Sample: 3C

Score: 2

Transcription of Student Response

Hola Sonia, ¿qué pasa? Estoy muy emocionado para haciendo este con tú. Mi ah .. mi fiesta estuve muy bien y tengo mucho divertido. ¿Qué pasa, señor?

Sí estoy muy emocionado para haciendo este con tú. Tengo muchos amigos también que quiero quieren hacer este. ¿Qué necesito hacer pero por este?

Con los niños yo quiero .. ayudar con vocabulario, eh los letters y también muchas actividades de ju .. juguetes y ah ..

**AP[®] SPANISH LANGUAGE AND CULTURE
2016 SCORING COMMENTARY**

Task 3: Conversation (continued)

Pues ah no, pero ah yo puedo hacer una otra cosa a la semana pasada .. a la semana um .. fin de semana lo siento ..

Ah yo quiero um comprar cosas con tú y ah ir a un restaurante para comer muchas comida. Adiós mi amiga.

Commentary

This is a sample of a weak performance in interpersonal speaking. The student partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task: “*Estoy muy emocionado para haciendo este con tú. Mi ah .. mi fiesta estuve muy bien y tengo mucho divertido.*” The final answer (to the fifth prompt) is inaccurate according to the outline for the task, which required the student to ask for additional information: “*Ah yo quiero um comprar cosas con tú y ah ir a un restaurante para comer muchas comida.*” Overall, the student provides some of the required information, but with limited vocabulary (“*los letters y también muchas actividades de ju .. juguetes*”) and control of language: “*estoy muy emocionado para haciendo este con tú.*” This sample is only partially understandable with errors that force interpretation and cause confusion for the listener: “*Pues ah no, pero ah yo puedo hacer un otra cosa a la semana pasada .. a la semana um .. fin de semana lo siento.*” There is minimal attention to register: “*¿Qué pasa, señor?*” Pronunciation, intonation, and pacing make the response difficult to comprehend at times. Clarification or self-correction usually do not improve comprehensibility: “*a la semana pasada .. a la semana um .. fin de semana.*”