



AP Spanish Language 2001 Scoring Guidelines

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AP[®] SPANISH LANGUAGE 2001 SCORING GUIDELINES

FILL-INS

The *fill-ins* part of the exam consists of two exercises: a passage and a series of sentences. Please note that in the blanks for the **passage**, students can only write one word. In the **sentences**, students are instructed that they “may have to use more than one word.” This means:

1. A simple tense (*visitaría*), an infinitive (*satisfacer*), a gerund (*creyendo*), etc.
2. A compound tense (*hubiera vuelto*, *has oído*, etc.)
3. Or when a reflexive infinitive is given in parenthesis, a pronoun, and the conjugated verb (*me di*, *se dio*, etc.)

Progressive constructions and infinitives in periphrastic constructions such as “*estoy cantando*”, “*voy a cantar*”, “*tenemos que salir*”, etc... are not accepted as correct answers.

Notes for Teachers:

At times students choose to write more than one answer for a particular question. In this case, all the answers for that particular question must be correct in order for the student to receive credit. It is a good idea to let the students know that if they write more than one response for a given question, they are taking a greater chance of making a mistake. It is to their advantage to narrow down their response to one answer.

Please keep in mind that in some cases no change in the suggested word may be necessary (see questions 2 and 12). In this case, students must write the word on the line even if no change is needed. “No change” or “No cambia” are not acceptable responses.

Although on the list of acceptable responses the “-*se*” ending of the imperfect subjunctive is given, students are not required to know this form. Of course, students at this level should be aware of this form in case they encounter it in their readings.

A note about this year’s exam: Because there can be many correct answers to question 11, the item was not scored and ETS made the necessary statistical adjustments to account for this.

For future reference: Although a question dealing with demonstrative pronouns did not appear in this year’s exam, the AP Development Committee wants to make Spanish teachers aware of the decision made by the Real Academia de la Lengua with regard to demonstrative pronouns. As always, demonstrative adjectives: *este*, *ese*, *aquel* and their feminine and plural forms are not accentuated. Demonstrative pronouns generally are no longer required to be accentuated. There are very few exceptions to this new rule, but students at this level will hardly ever encounter these exceptions.

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In the future, if a question appears on the AP Spanish Examination in which students are asked to produce the correct demonstrative pronoun, answers with or without accents will be accepted as correct.

Accepted Answers for Fill-Ins

- | | |
|-------------------------|-----------------|
| 1. franceses | 14. me di |
| 2. propio | se dio |
| 3. Hacía | nos dimos |
| 4. aquellas | se dieron |
| 5. paces | 15. visitarían |
| 6. corriendo | visitaran |
| 7. tercer | 16. creyendo |
| 8. suele | 17. siguen |
| 9. pesqué | 18. trata |
| 10. quemados | trataba |
| 11. Item was not scored | 19. oyes |
| 12. satisfacer | oíste |
| 13. volviera | has oído |
| volviese | 20. olvidaremos |
| hubiera vuelto | olvidamos |
| hubiese vuelto | |

Note: Students are not penalized for using upper or lower case.

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ESSAY/COMPOSITION

9 DEMONSTRATES EXCELLENCE IN WRITTEN EXPRESSION

- Control of complex structures and verbs, although occasional errors may occur
- Rich, precise, idiomatic vocabulary; ease of expression
- Very good command of conventions of the written language (orthography, sentence structure, paragraphing and punctuation)
- Well organized
- Relevant and thorough treatment of the topic

7-8 DEMONSTRATES GOOD TO VERY GOOD COMMAND IN WRITTEN EXPRESSION

- Evidence of complex structures and appropriate use of verbs, although a few grammatical errors may occur; very good control of elementary structures.
- Considerable breadth of vocabulary
- Conventions of the written language generally correct
- Organized
- Relevant treatment of the topic

4-5-6 DEMONSTRATES BASIC TO GOOD COMPETENCE IN WRITTEN EXPRESSION

- Control of elementary structures and common verb tenses, although frequent errors may occur in complex structures
- Vocabulary appropriate but limited; occasional second language interference
- May have frequent errors in orthography and other conventions of the written language
- Poorly organized
- Relevance to the topic varies

2-3 SUGGESTS LACK OF COMPETENCE IN WRITTEN EXPRESSION

- Numerous grammatical errors even in elementary structures; there may be an occasional redeeming feature, such as a correct advanced structure
- Limited vocabulary; significant second language interference
- Pervasive errors of orthography may be present
- Disorganized
- May show little relevance to the topic

0-1 DEMONSTRATES LACK OF COMPETENCE IN WRITTEN EXPRESSION

- Constant grammatical errors impede communication
- Insufficient vocabulary; frequent second language interference
- Severe problems with orthography may interfere with written communication
- Contains nothing that earns points: blank or off-task (mere restatement of the question, completely irrelevant to the topic)

OJO: Scores may be lowered on papers shorter than 200 words.

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PICTURE SEQUENCE

The AP Spanish Language Exam seeks to elicit a speech sample sufficient to permit a *global* evaluation. Students have been instructed to answer as fully as possible within the allocated two minutes. The overall evaluation should identify the **SUSTAINED** level of performance with regard to **command of language structures, vocabulary usage, fluency, narration, and pronunciation.**

9 DEMONSTRATES EXCELLENT ORAL EXPRESSION

- Use and control of complex structures with very few errors
- Rich vocabulary, used with precision
- High level of fluency
- Narration is thorough, detailed, and rich
- Excellent pronunciation

7-8 DEMONSTRATES VERY GOOD ORAL EXPRESSION

- Use of complex structures, but may contain more than a few errors
- Very good vocabulary
- Very good fluency
- Narration tells the story very well
- Very good pronunciation

5-6 DEMONSTRATES GOOD ORAL EXPRESSION

- Control of simple structures, with few errors; some successful self-correction
- Adequate range of vocabulary, few anglicisms
- Good fluency, occasional hesitance
- Narration tells the story adequately
- Good pronunciation

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3-4 SUGGESTS LACK OF COMPETENCE IN ORAL EXPRESSION

- Poor control of simple structures with frequent serious errors
- Narrow range of vocabulary with some anglicisms
- Labored expression; limited fluency
- Narration tells the story poorly or may force interpretation
- Fair pronunciation; may affect comprehension
(Some redeeming features)

1-2 DEMONSTRATES LACK OF COMPETENCE IN ORAL EXPRESSION

- Glaring weakness in use of structures
- Few vocabulary resources with frequent anglicisms
- Little to no fluency
- Fragmented speech sample relevant to story that forces interpretation of meaning
- Poor pronunciation impedes comprehension
(Few redeeming features)

0 IRRELEVANT SPEECH SAMPLE

- Off task (e.g., obscenities, nonsense words, singing, sighs, etc.)
- Narrative irrelevant to pictures
- No answer (although mike is open and recording)
- “No sé”, “No entendí la pregunta”, or mere sighs or nonsense utterances

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DIRECTED RESPONSES

The effectiveness and fullness of the speech sample will be taken into account in scoring each response.

4 EXCELLENT – Clearly Demonstrates Competence

- Response answers question thoroughly
- Considerable ease of expression and high level of fluency
- Wide range of vocabulary
- Virtually free of errors in structure
- Very good pronunciation

3 VERY GOOD TO GOOD – Demonstrates Competence

- Response answers question well
- Ease of expression and good fluency
- Good range of vocabulary
- Few errors in structure
- Good pronunciation

2 ACCEPTABLE – Suggests Competence

- Response addresses or answers question adequately
- Some fluency with occasional hesitancy; may self-correct
- Adequate vocabulary, few anglicisms
- Some errors in structure
- Pronunciation may interfere with communication

1 WEAK TO POOR – Suggests Lack of Competence

- Response addresses question inadequately and may be unfinished due to lack of resources
- Labored expression, halting; limited or no fluency
- Few vocabulary resources
- Limited control of structures, fragmented Spanish
- Pronunciation interferes with communication

0 UNACCEPTABLE – Demonstrates Lack of Competence

- Clearly does not understand the question
- “No se” or “No entendi la pregunta”
- No attempt made (although mike is open and recording)
- Mere sighs or nonsense utterances