



AP[®] Spanish Language 1999 Scoring Guidelines

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Fill-in Responses

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 the students can only write one word. In the sentences, the students are instructed that they may write one or more than one word. This means:

1. A simple tense (consiguió, fuera, etc.).
2. A compound tense (habré escrito, hubiera producido, etc.).
3. Or when a reflexive infinitive is given in the parenthesis, a pronoun, and the conjugated verb (se acuesta, nos sentamos, 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.

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. 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, it is not expected that the students know this form. Of course, students at this level should be aware of this form in case they encounter it in their reading.

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Picture Responses

The aim of the AP Exam is to elicit a SPEECH SAMPLE sufficient to permit an OVERALL or GLOBAL evaluation. Students have been instructed to answer as fully as possible within the allocated time, i.e., two minutes for the picture sequence. We should not penalize students who demonstrate their capability but who run out of time before finishing, nor those who provide a sufficient speech sample in less than two minutes.

The overall evaluation should identify the SUSTAINED level of performance with regard to:

- Syntactic Control
- Vocabulary Usage and Fluency
- Pronunciation

9 — VERY GOOD TO EXCELLENT

- Very good to excellent command of the language.
- Very few errors of syntax.
- Wide range of vocabulary, including idiomatic usage.
- High level of fluency.
- Narration should be thorough.

8-7 — CLEARLY DEMONSTRATES COMPETENCE

- Good command of the language.
- Few errors of syntax.
- Above-average range of vocabulary.
- Good idiomatic usage and little awkwardness of expression.
- Good fluency and intonation.

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Picture Responses (cont.)

6-5 — SUGGESTS COMPETENCE

- Comprehensible expression.
- Some serious errors of syntax and some successful self-correction.
- Some fluency but hesitant.
- moderate range of vocabulary and idiomatic usage.
- Few anglicisms.

4-3 — SUGGESTS INCOMPETENCE

- Poor command of the language marked by frequent serious errors of syntax.
- Limited fluency.
- Poor pronunciation.
- Narrow range of vocabulary and of idiomatic usage.
- Frequent anglicisms and structure which force interpretation of meaning by the listener.
- Some redeeming features.

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Picture Responses (cont.)

2-1 — CLEARLY DEMONSTRATES INCOMPETENCE

- Little or no command of the language.
- Glaring weakness in syntax and pronunciation.
- Few vocabulary resources.
- Little or no sense of idiomatic usage.
- Few redeeming features.

0 — IRRELEVANT SPEECH SAMPLE

- 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 Response

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

4 — VERY GOOD TO EXCELLENT

- Meaningful, appropriate and thorough response.
- Ease of expression, considerable fluency and vocabulary.
- Virtually free of significant errors in syntax.
- Pronunciation does not interfere with communication.

3 — GOOD-Demonstrates Competence

- Meaningful appropriate response.
- Some awkwardness of expression.
- Few errors of syntax.
- Pronunciation does not interfere with communication.

2 — ACCEPTABLE-Suggests Competence

- Appropriate response.
- Strained expression, halting, may self-correct.
- Some serious errors in syntax.
- Pronunciation does not interfere with communication.

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Directed Response (cont.)

1 — WEAK TO POOR-Suggests Incompetence

- Response forces interpretation of appropriateness and/or meaning.
- Unfinished answer due to lack of resources.
- Little control of syntax; fragmented Spanish.
- Pronunciation interferes with communication.

0 — UNACCEPTABLE-Demonstrates Incompetence

- Irrelevant or incomprehensible answer.
- Clearly does not understand the question.
- "No sé" or "No entendí la pregunta".
- No attempt made (although mike is open and recording). Mere sighs or nonsense utterances.