

**AP<sup>®</sup> SPANISH LANGUAGE**  
**2006 SCORING GUIDELINES (Form B)**

**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 Incompetence**

- 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 Incompetence**

- Response clearly does not address the question.
- Clearly does not understand the question.
- “No sé” or “No entendí la pregunta.”
- No attempt made (although microphone is open and recording).
- Mere sighs or nonsense utterances.

**AP<sup>®</sup> SPANISH LANGUAGE**  
**2006 SCORING COMMENTARY (Form B)**

**Speaking—Directed Responses**

Note: In transcription of student responses, two dots indicate a pause.

**Sample: A**

**Score: 4, 2, 4, 3, 3**

1. (4 points) *La primera cosa que yo noto cuando conozco una persona por la primera vez es su sus ojos y su cara y cómo es, si son guapos o feos y si son viejos o si son jóvenes y eso se puede decir mucho de una persona.*

This thorough response clearly demonstrates competence. The student answers with considerable ease of expression, a high level of fluency, a wide range of vocabulary, and very good pronunciation. The sample is virtually free of structural errors.

2. (2 points) *Cuando yo era niña me gustaba llevar ropa de . . . de niño porque yo era un tomboy y me gusta . . . me gustaba ser eh . . . actuar como un niño y no una niña.*

The answer is acceptable. Vocabulary is adequate despite an anglicism (“tomboy”). The structure (“me gusta . . . me gustaba ser eh . . . actuar como un niño y no una niña”) hints at a higher level of expression, but the response is too brief to demonstrate competence. Pronunciation is very good.

3. (4 points) *Estar a la moda no es tan importante en este día. Hay muchas cosas que son más importantes como conservar el medio ambiente y estar en bien salud y estar feliz. No es importante lo que lleva una persona. Es más importante su estado.*

This excellent answer clearly demonstrates competence. The student answers thoroughly with considerable ease of expression. Structure and vocabulary are excellent, and pronunciation is very good.

4. (3 points) *Yo creo que tú eres muy gorda. Tienes que hacer más ejercicios y comer más comida saludable. Yo estoy muy preocupado . . . muy preocupada por su . . . por tu salud y creo que debi debes hacer algo para mejorar.*

This is a very good response. The student answers the question well with ease of expression and good fluency. The range of vocabulary is very good, and the language is, after self-correction, virtually free of errors. Pronunciation is very good.

5. (3 points) *Sí, yo cambiaría algo de mi personalidad. Creo que me gustaría juzgar menos porque yo noto que siempre juzgar las personas cuando primer . . . para . . . cuando los conozco por la primera vez. Siempre estoy pensando una cosa que de verdad no es.*

The student answers the question well. The response is quite full, but the errors in syntax and vocabulary limit the effectiveness of the second half of the response. The student demonstrates ease of expression and very good pronunciation.

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**Speaking—Directed Responses (continued)**

**Sample: B**

**Score: 2, 2, 2, 2, 2**

1. (2 points) *Cuando yo conozco a una persona para por primera vez um . . yo uh . . las cosas importantes a mí son ah . . que ah . . la persona es muy um . . calma y amable cuando ah . . nosotros estamos.*

This is an acceptable answer. The student responds adequately using suitable vocabulary. There is some fluency with more than a little hesitancy. Although there are errors in structure (“*uh . . las cosas importantes a mí son ah . . que ah . . la persona es muy um . . calma*”), pronunciation is good.

2. (2 points) *Cuando era más joven um . . me gustaba um ah . . llevar ah . . camisetas y corti cortas ah como yo um . . llevo ah . . hoy porque um . . son cómodos y viv um vivía en un país que.*

This answer, despite the hesitancy and self-corrections, suggests competence. The student responds adequately with appropriate vocabulary. The structures (“*como yo,*” “*llevo ah . . hoy,*” “*son cómodos y viv um vivía en un país*”) reveal the possibility of higher-level language, but the response lacks the fluency necessary to earn a higher score. Pronunciation is good.

3. (2 points) *No, no no creo que es importante que está a la moda porque um hay muchas otras otras cosas que ah . . son más importantes como um . . ah si una persona um dice o no.*

The student has answered the question adequately with acceptable vocabulary. The lack of fluency and the brevity of the response kept the score at a 2. There are some errors in structure (“*no creo que . . está a la moda porque*”), but pronunciation is good.

4. (2 points) *Por favor, María, tú toda ah . . tú siempre um llevas esta camiseta que um . . es que ah . . los la las otras personas ah pueden ver partes de su cuerpo um . . y no es bueno.*

The response suggests competence. The student answers appropriately and comes up with a way of suggesting to his friend that she wear the shirt less often because it is revealing. Vocabulary is adequate, but there are some errors in structure (“*tú,*” “*su cuerpo*”). Pronunciation is good.

5. (2 points) *Si pudiera cambiar algo de mi personalidad um . . yo cambi cambiaría um ah . . cuando yo um . . estoy en un minuto yo estoy amable pero en otro um ah . . estoy enojado o triste y no.*

The response is acceptable. While the vocabulary is adequate, the response does not have a wide enough range of vocabulary or structures to permit ease of expression or good fluency. The response shows hesitancy and self-correction, but pronunciation is good.

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**Speaking—Directed Responses (continued)**

**Sample: C**

**Score: 1, 1, 0, 1, 1**

1. (1 point) *Yo experto lo personalidad y el ti si conoce tos los.*

This is a weak answer. The response is inadequate because of lack of control of structures and insufficient vocabulary. Expression is labored, but pronunciation is adequate.

2. (1 point) *Yo le gusta los camisas sport que está muy comfortable.*

The student has understood at least some of the question and is attempting an answer, but the response lacks the necessary structures. There is limited control and fluency. Pronunciation is acceptable.

3. (0 points) *Yo no sé.*

The student clearly does not understand the question.

4. (1 point) *Yo cambio amigo porque está mi amigo.*

The student may have understood the question, but the response is inadequate because it is unfinished. Control of structures and vocabulary is limited. Pronunciation is acceptable.

5. (1 point) *Yo soy fuerte y tengo muy alisti alismo.*

The student may have understood the question, but the response is inadequate because it is unfinished. Control of structures and vocabulary is limited. Pronunciation is acceptable.