



**AP[®] SPANISH LANGUAGE
FIELD TEST SCORING COMMENTARY**

**Formal Oral Presentation (Integrated Skills)
Task D**

**Sample: DA
Score Category: Low**

This response is limited in content, is missing important information, and is minimally connected to the task. The student concentrates on the printed article but does not include information from the listening prompt. The response is choppy and contains several long pauses, apparently due to lack of grammatical and vocabulary resources. Consistent pronunciation and intonation problems require considerable listener effort and frequently obscure meaning.

**Sample: DD
Score Category: Low**

Rather than comparing and contrasting the information from the two sources, this student simply summarizes parts of the printed source and quotes parts of it. There is little mention of the second source, and the essay includes erroneous information from the listening prompt (referring to the female writer as “*a chico*”). Because of the deficiencies in language ability (considerable hesitation and choppiness in the delivery of the response), as well as the degree of completion of the task, this sample represents the low range of the performance scale. The sample includes frequent errors with vocabulary, agreement, and even simple structures (e.g. “*uno texto*” and “*escretos*”).

**Sample: DB
Score Category: Medium**

This response is relevant and appropriate to the topic. It is, however, minimally coherent and somewhat halting. The student attempts to compare both authors but confuses the name of Maria Villalobos (she refers to the author as “*analfabeta*”). Although the student exhibits problems with pronunciation, there is some fluency in the speech sample. The control of basic grammatical structures, including some instances of successful self-correction, is good.

**Sample: DE
Score Category: Medium**

This student adequately addresses the task. He includes references to the two sources but doesn't speak about the two equally, spending more time on Henestrosa than on Villalobos. The student has good control of linguistic structures but uses them inconsistently. There are some serious errors in structure and usage (“*escuchido*” and “*cuando era 18 anos*”), but the student occasionally self-corrects. Pronunciation is good, but the delivery is hesitant and choppy. For those reasons this sample was placed in the middle of the scoring range.



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**Formal Oral Presentation (Integrated Skills)
Task D (continued)**

Sample: DF

Score Category: Mid-High

This response addresses the task appropriately. While the student demonstrates an ability to identify and summarize main points from the two prompts, she does not develop the oral source as well as she develops the written source. The vocabulary demonstrated is extensive (“*son dos pilares*,” “*diaspora de su gente*,” and “*el acoso de conquistadores*”). The student has good pronunciation, and her speech is clear and fluid. There are occasional mistakes, including errors in agreement (“*de sus gente*”) and anglicisms such as “*por la otra parte*.” The student is able to successfully self-correct (for example, “*la pública*” is quickly corrected to “*el público*”). The student’s completion of the task and delivery of the response demonstrate effective use of language and grammar, placing this sample in the high end of the midrange.

Sample: DC

Score Category: High

The response fulfills the demands of the task. The student’s speech is clear, can be easily understood, and demonstrates control of basic and complex structures. Sentences are linked together well, and the student uses effective word choices such as “*sabor local*,” “*pasión por escribir*,” and “*crear arte con las palabras*.” Although the response contains minor errors and pauses, delivery is intelligible and conveys the relevant information required of the task. The student clearly understands both the printed article and listening prompt and gives the oral presentation in his own words without directly quoting from the sources.