

2008 AP® SPANISH LANGUAGE—PRESENTATIONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough Response is very well organized and cohesive All or almost all information is accurate Comparison and contrast of information significantly outweighs summary or mere quotations Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors, with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID–HIGH A speech sample that <i>demonstrates command</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed Response is well organized and generally cohesive Information is generally accurate Comparison and contrast of information outweighs summary or mere quotations Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Integrates one of the sources into the oral presentation, with some or little reference to the other source 	<ul style="list-style-type: none"> Treatment of the topic is relevant Response is organized, with adequate cohesiveness Information is generally accurate, although there may be some inaccuracy or lack of precision Summary or mere quotations of information may outweigh comparison and contrast Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency with occasional hesitance; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID–LOW A speech sample that <i>suggests lack of competence</i> in Presentational Speaking can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task May refer to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant Response may have inadequate organization/cohesiveness Information may be limited or inaccurate There is little comparison and contrast of information Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Presentational Speaking can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Refers poorly to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant Response may not be cohesive or may be disorganized Information is very limited and mainly inaccurate There may be no comparison and contrast of information Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, or a mere restatement of the topic or of the information in the sources; or, it may not provide sufficient language to evaluate the narration.			

* Scores may be lowered for a response of less than one minute.

AP[®] SPANISH LANGUAGE
2008 SCORING COMMENTARY (Form B)

Presentational Speaking (Oral Presentation)

Note: Students' responses are quoted verbatim and may contain grammatical errors. In transcripts of students' responses, two dots indicate a pause.

Sample: PS-AA

Score: 5

Transcript of Student's Response

Bueno, hola clase, hoy voy a hablar sobre las semejanzas, semejanzas y las diferencias sobre los efectos del uso del etanol en los Estados Unidos y en México . . em . . Hay pocas semejanzas pero . . um algunas son que hay algunas personas . . em . . en . . en los Estados Unidos en . . y en México no quieren . . em . . que se usa etanol más. Um, en los Estados Unidos . . uh . . esas personas son las que . . em . . las que producen gasolina o . . em . . otras personas ahí, pero en México la mayoría de personas, de personas pobres, . . em . . no quieren que . . em . . se usen etanol más porque cul, cultivan la maíz ahí, y no hay bastante maíz para, para que comen y para que . . em . . pueden comprar pan . . en una . . em . . en precios . . em . . buenos, entonces an, están protestándolo y quieren nuevos derechos que ayudan a toda, a todos, no sólo a los . . em . . a las personas que, que venden etanol, y . . em . . otros precios allí también aumentan, como los, como los huevos, pan, leche, y pollo, y los pobres um se quejan mucho. En los Estados Unidos . . em . . las personas no se quejan . . ah . . tanto porque . . em . . creen que es buena idea, creen . . em . . que . . em . . que una mezcla de gasolina . . em . . y del etanol puede costar menos por galón . . em . . como, como sólo la gasolina, gasolina, y es también mejor para el medio ambiente . . ambiente y eso es porque em lo quieren por razones ecologis, ecológicas, y . . em . .

Commentary

This speaking sample is in the high category and demonstrates excellence in presentational speaking. The student fully addresses and completes the task because he thoroughly answers the prompt, defining similarities and differences from both sources and integrating them into the presentation (“*hoy voy a hablar sobre las semejanzas, semejanzas y las diferencias sobre los efectos del uso del etanol en los Estados Unidos y en México*”). The treatment of the topic is relevant and detailed; the information is accurate; and the response is very well organized and cohesive, dealing sequentially with both sources. The language use is not as strong as the task completion and topic development categories. The vocabulary is very good (“*quieren nuevos derechos*”), as are the student's language skills, although there are occasional grammatical, vocabulary, and pronunciation mistakes (“*quieren . . em . . que se usa [sic] etanol más*”; “*para el medio ambu . . ambiente*”), none of which form a pattern of errors, however. The pronunciation is very good, despite some hesitancy. Overall, the sample sustains a demonstration of excellence.

Sample: PS-BB

Score: 3

Transcript of Student's Response

Bueno, voy a hablar sobre . . ahh . . maíz y etanol, y como etanol . . ahh . . ah . . como . . hay . . importa, es importante para los mexicanos y también los estados unidenses. Primeramente tengo que explicar lo que es etanol; es un tipo de combustible de maíz, y a veces se mezclan con, con gasolina, y se puede usar para, para hacer que la cosas funcionan, es exactamente como, como gasolina pero es de maíz, y esto importante. Bueno, en los Estados Unidos . . ah . . el . . etanol, y la popularidad de etanol es muy importante, porque significa que el maíz hay más demande para este, esta cosa, entonces, los que produzquen, producen el maíz, son . . tienen más dinero, obviamente, porque hay más personas que necesitan maíz porque están usándola para gasolina. Entonces, la otra cosa es que hay menos gastos para la gente que conducen porque, ah, el etanol no es tan caro como, como la gasolina, o como dicen

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Presentational Speaking (Oral Presentation) (continued)

algunos . . ah . . etanol cuesta la misma que gasolina, pero eso no problema porque tiene . . u . . un beneficio más que es, es mejor por el ambiente. Pero, aunque parece muy . . muy bueno este uso de, de etanol en vez de gasolina porque cuesta o la misma o menos y es mejor para ambiente y también aumenta los, los precios para maíz . .

Commentary

This sample demonstrates competence in presentational speaking. The student addresses and completes the task with adequate topic development, although the written article is integrated to a much greater extent than the aural source. The topic development is relevant, and the response is organized and cohesive. The information conveyed in the presentation is accurate, but summary outweighs comparison and contrast. Language use and vocabulary are good, with control of simple structures and a few errors (“*que gasolina, pero eso no problema [sic]*,” “*necesitan maíz porque están usándola*,” “*cuesta o la misma [sic]*”). The student displays occasional hesitation, some successful self-correction, and good pronunciation. The sample sustains an overall demonstration of competence.

Sample: PS-CC

Score: 2

Transcript of Student’s Response

El uso del etanol es una buena idea para uh, los uh, dos países . . eh . . los Estados Unidos y de México porque uh . . hace buena . . uh . . buena uh . . es beneficiar para todos los dos porque para los dos países tienen semejanzas porque para uh . . dos los países pueden mantener un ambiental limpia, al contrato de eh, una ambiental sucia, porque hay mucho polución uh . . porque las maíces son uh . . na . . son natural uh . . es atractiva porque no hay ningún polución uh . . también uh . . el uso del etanol . . uh . . de . . que se obtiene de maíz es lo más . . dema, demasiado barato que usa . . el uso de gasolín y uh . . el etanol comb . . uh puede combustible más . . con más frecuencia y seguirá siendo muy fuerte, pero hay un diferente porque uh . . cuando uh . . la gente uso las maíces para uh . . mandar un etanol uh . . va a afectar uh . . lo . . la gente de México, porque uh . . mexicanos uh mandan tortillas y cuando um, uso el, um, los maíces para mandar etanol va crecer el precio de tortilla y no es buena, uh, buena para mexicanos y de uh . . entonces, uh . . el crecer en el precio de tortilla va a afectar los precio de pan.

Commentary

This sample suggests a lack of competence in presentational speaking. The student partially completes the task by addressing both sources and pointing out similarities and differences, but some information is inaccurate (“*dos los [sic] países pueden mantener un ambiental [sic] limpia*,” “*mexicanos uh mandan tortillas*”). The student’s response is somewhat disorganized. She summarizes features of the two sources but does so with limited control of simple structures (“*que se obtiene de maíz es lo más . . dema, demasiado barato que usa*”); a narrow range of vocabulary (“*hace buena [sic] . . uh . . buena uh . . es beneficiar*”); labored expression with much hesitation, owing in part to the lack of language resources; and frequent errors in pronunciation, thereby forcing the listener to interpret on more than one occasion (“*el uso de gasolín y uh . . el etanol comb . . uh puede combustible más*”). For a listener unfamiliar with the topic and the sources, the presentation is difficult to follow and understand. The student struggles throughout and barely manages to complete the task.