

AP® SPANISH LANGUAGE—2009 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 the following:	<ul style="list-style-type: none"> Partially addresses and/or partially 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 the following:	<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, a mere restatement of the topic or the information in the sources, or may not provide evidence of sufficient language to evaluate the narration.			

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

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Presentational Speaking (Oral Presentation)

Note: Students' responses are quoted verbatim and may contain grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

The second part of the speaking portion of the exam was an interpretive and presentational task. Students were asked to give a 2-minute presentation in a formal academic setting, integrating the following skills: reading, listening, and speaking. As indicated in the instructions in both English and Spanish, students had 5 minutes to read the printed article and then were told to take notes while listening to the audio source. They had 2 minutes to prepare their responses and 2 minutes to record their answers.

This year's prompt asked students to compare the differences and similarities presented in two sources that discussed the Spanish language. The printed source was the transcription of an interview with the president of the Academia Argentina de la Lengua, recorded on BBC Mundo; the audio file, "Español, lengua metiza," was also from BBC Mundo. Responses were scored on effective task completion, topic development, and language use, equally considered.

Sample: PS-1A

Score: 5

Transcript of Student's Response

Hola clase, y bienvenidos a mi presentación sobre la lengua de español. Hay muchas diferencias entre los dos congresos sobre el idioma español, pero a la misma vez, hay muchas semejanzas entre los dos congresos. Es obvio, y porque los dos fuentes están de acuerdo, que español sea un, una lengua muy importante en el mundo de hoy, porque español es importante en la comunicación, la educación y la negociación . . . negociaciones internacionales. La relevancia es muy importante. Según fuente uno, personas usan español en publicaciones, la radio, los period . . . los period . . . los periódicos y las políticas. Es obvio que es, sea muy importante. Pero a la misma vez, el . . . el fuente uno dice que hay un exceso de vulgaridad en la lengua de español, y hay un gran conflicto entre palabras de español. Fuente dos también di . . . dice que hay un que hay conflictos entre palabras y di . . . dialectas. Pero dice que español es la primera lengua, y por eso esa razón es muy importante y es el, es la mejor lengua. Eh . . . en fuente dos dice que necesita aumentar la conciencia de hispanohablantes sobre . . . si es . . . hay un español correcto o no. Porque palabras signifique . . . significan muchas cosas muy diferente. Es la verdad que hay un pasión cultural por su lengua de español y quieren defender su lengua.

Commentary

This response demonstrates excellence in presentational speaking. The student fully addresses and completes the task, referring to and integrating both sources in the presentation: "*porque español es importante en la comunicación, la educación y la negociación . . . negociaciones internacionales*"; "*Según fuente uno, personas usan español en publicaciones, la radio, los period . . . los period . . . los periódicos y las políticas*"; "*Fuente dos también di . . . dice que hay un que hay conflictos entre palabras y di . . . dialectas. Pero dice que español es la primera lengua.*" The presentation incorporates accurate information from both sources, and the treatment of the topic is relevant and thorough. The student begins with a strong introductory sentence, and comparison and contrast of information significantly outweigh summary. The response is very well organized and cohesive: "*Hola clase, y bienvenidos a mi presentación sobre la lengua de español. Hay muchas diferencias entre los dos congresos sobre el idioma español, pero a la misma vez, hay muchas semejanzas entre los dos congresos. Es obvio, y porque los dos fuentes están de acuerdo, que español sea un, una lengua muy importante en el mundo de hoy*"; "*hay un exceso de vulgaridad en la*

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Presentational Speaking (Oral Presentation) (continued)

lengua de español, y hay un gran conflicto entre palabras de español"; "en fuente dos dice que necesita aumentar la conciencia de hispanohablantes sobre . . . si es . . . hay un español correcto o no." Although the student's pronunciation is not excellent, his use of vocabulary and transitions is highly appropriate: "pero a la misma vez," "Es obvio," "Es la verdad." The language is not excellent; however, the errors in structure do not detract from the overall presentation, which allows the student to complete the task and develop the topic well. The use of register is also highly appropriate.

Sample: PS-1B

Score: 3

Transcript of Student's Response

Cuando los dos congrejos miran al idioma español . . . um . . . el primer . . . um . . . congreso . . . um . . . ve . . . ellos ven . . . um . . . una problema con la idioma . . . um . . . con el id . . . con el idioma español . . . um . . . en todos . . . um . . . en todo Latinoamérica y, y hispano . . . um . . . y . . . el . . . um . . . segundo congreso ven éxito en el idioma . . . um . . . de español. Y um . . . español está . . . um . . . Personas hablan español en todo Latinoamérica y . . . um . . . hispanoamérica y . . . um . . . pero . . . um . . . el segundo congreso . . . um . . . piensa que . . . um . . . um . . . ellos están más fuerte porque todos hablan español. Ellos parecen . . . um . . . o ven que . . . um . . . hay una sociedad que y que . . . um . . . hablan una lengua común y con eso pueden . . . um . . . ser más fuerte . . . um . . . pero también diverso . . . um . . . la lengua no es puro pero . . . um . . . no, no idioma es, es puro . . . um . . . um . . . y . . . um . . . temprano . . . um . . . y . . . um . . . temprano vas el idioma de español va a ser lo más . . . um . . . la, el lengua más común del mundo. Pero el congreso número 1 . . . um . . . piensa que es . . . um . . . hay un dificultad de que personas . . . um . . . hablan español en muchos diferentes . . . um . . . maneras y algunos palabras no pueden . . . um . . . er . . . um . . . tienen diferentes sentidos en el español de Colombia.

Commentary

This response demonstrates competence in presentational speaking. The student addresses and completes the task, integrating the printed source into the oral presentation and providing some reference to the audio source: "el primer . . . um . . . congreso . . . um . . . ve . . . ellos ven . . . um . . . una problema con la idioma . . . um . . . con el id . . . con el idioma español"; "hablan una lengua común y con eso pueden . . . um . . . ser más fuerte . . . um . . . pero también diverso . . . um . . . la lengua no es puro pero." The presentation is organized, beginning with an introduction with references to both sources: "el primer . . . um . . . congreso . . . um . . . ve . . . ellos ven . . . um . . . una problema con la idioma . . . um . . . con el id . . . con el idioma español . . . um . . . en todos . . . um . . . en todo Latinoamérica y, y hispano . . . um . . . y . . . el . . . um . . . segundo congreso ven éxito en el idioma . . . um . . . de español. Y um . . . español está . . . um . . ." The treatment of the topic is relevant but not well developed. There is a good range of vocabulary, although it is somewhat repetitive: "éxito," "fuerte," "dificultad," "idioma," "congreso," "español." The student demonstrates control of simple structures, with some errors and some self-correction: "los dos congrejos," "el primer . . . um . . . congreso," "la idioma . . . el idioma," "un dificultad," "muchos diferentes . . . um . . . maneras." While the student does not approach the mid-high scoring range, there is enough language to demonstrate competence.

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Presentational Speaking (Oral Presentation) (continued)

Sample: PS-1C

Score: 1

Transcript of Student's Response

Uh . . . uh . . . unas personas quieren . . . uh . . . unificar la lengua de español. Ah . . . yo creo que es una mala idea pero unas quieren que unificarla. Uh . . . no es una buena idea, porque español es un inmenso lengua. Hay . . . hay 60 millones de personas que hablan español hoy, y va a ser más mañana y el siguiente día, los siguientes días. Los . . . uh . . . que quieren unificar la lengua, dicen que hay tres en . . . envic . . . envicios . . . la comunicación, la educación, y la negociación. Pero yo quier . . . yo creo que es mejor que . . . uh . . . personas aprenden los . . . uh . . . leng . . . la lengua local. Uh . . . entonces, ¿Quién es correcto . . . uh . . . los españoles, o los de argentina o los mexicanos? Uh . . . hay más que una país que hable español, y . . . to . . . yo creo que todos son correctos . . . Eh . . . ellos dicen que necesitamos usar las palabras popu . . . popular como . . . uh . . . auto.

Commentary

This response demonstrates lack of competence in presentational speaking. The student refers poorly to the first source and only infers meaning from the second source: “*Uh . . . uh . . . unas personas quieren . . . uh . . . unificar la lengua de español*”; “*Uh . . . no es una buena idea, porque español es un inmenso lengua*”; “*Eh . . . ellos dicen que necesitamos usar las palabras popu . . . popular como . . . uh . . . auto.*” There is no comparison of the two sources, and the student expresses his opinion using some inaccurate information: “*Ah . . . yo creo que es una mala idea pero unas quieren que unificarla. Uh . . . no es una buena idea, porque español es un inmenso lengua*”; “*Pero yo quier . . . yo creo que es mejor que . . . uh . . . personas aprenden los . . . uh . . . leng . . . la lengua local.*” Treatment of the topic is somewhat irrelevant, and the presentation is not organized or cohesive. The student demonstrates limited control of simple structures: “*español es un inmenso lengua . . . en . . . envic . . . envicios*”; “*hay más que una país.*” There is a narrow range of vocabulary; most words are lifted from the sources, making the presentation very repetitive; “*unas personas quieren,*” “*unificar,*” “*español,*” “*comunicación,*” “*educación,*” “*negociación,*” “*hay.*” Expression is labored, and lack of linguistic ability prevents the student from completing the task and developing the topic.