
AP Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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AP[®] SPANISH LANGUAGE AND CULTURE 2018 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

Interpersonal Speaking: Conversation (Task 3)

5: STRONG performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task.
- Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration.
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility.
- Varied and appropriate vocabulary and idiomatic language.
- Accuracy and variety in grammar, syntax, and usage, with few errors.
- Mostly consistent use of register appropriate for the conversation.
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) improves comprehensibility.

4: GOOD performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task.
- Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration.
- Fully understandable, with some errors that do not impede comprehensibility.
- Varied and generally appropriate vocabulary and idiomatic language.
- General control of grammar, syntax, and usage.
- Generally consistent use of register appropriate for the conversation, except for occasional shifts.
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility.
- Clarification or self-correction (if present) usually improves comprehensibility.

3: FAIR performance in Interpersonal Speaking

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task.
- Provides most required information (e.g., responses to questions, statement and support of opinion).
- Generally understandable, with errors that may impede comprehensibility.
- Appropriate but basic vocabulary and idiomatic language.
- Some control of grammar, syntax, and usage.
- Use of register may be inappropriate for the conversation with several shifts.
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility.
- Clarification or self-correction (if present) sometimes improves comprehensibility.

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Interpersonal Speaking: Conversation (Task 3) (continued)

2: WEAK performance in Interpersonal Speaking

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task.
- Provides some required information (e.g., responses to questions, statement and support of opinion).
- Partially understandable, with errors that force interpretation and cause confusion for the listener.
- Limited vocabulary and idiomatic language.
- Limited control of grammar, syntax, and usage.
- Use of register is generally inappropriate for the conversation.
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility.
- Clarification or self-correction (if present) usually does not improve comprehensibility.

1: POOR performance in Interpersonal Speaking

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task.
- Provides little required information (e.g., responses to questions, statement and support of opinion).
- Barely understandable, with frequent or significant errors that impede comprehensibility.
- Very few vocabulary resources.
- Little or no control of grammar, syntax, and usage.
- Minimal or no attention to register.
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility.
- Clarification or self-correction (if present) does not improve comprehensibility.

0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- “I don’t know,” “I don’t understand,” or equivalent in English
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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2018 SCORING COMMENTARY

Task 3: Conversation

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

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation, according to the outline as well as the simulated interlocutor's utterance.

The curricular theme for this task was "Contemporary Life." The student was asked to engage in a conversation with Carla, a classmate, about a meeting with academic advisors. Carla was not able to attend the meeting and would like suggestions about her university studies.

1. In the first prompt Carla asked the student to report on the meeting she missed. The student was expected to answer and explain to Carla what she missed.
2. In the second prompt Carla asked the student to let her know which universities the student likes and explain why the student likes these universities. The student was expected to respond with details.
3. In the third prompt Carla asked the student to tell her what the student wants to study. The student was expected to respond with details.
4. In the fourth prompt Carla asked the student to give her advice on a possible career path. The student was expected to give a suggestion regarding said career path.
5. In the fifth prompt Carla suggested that they get together to discuss a possible future meeting. The student was expected to respond affirmatively to the suggestion and to say farewell.

Sample: 3A

Score: 5

Transcription of Student Response

Hola Carla ah hola Carla lo siento ah que tu no pidiste asistir la reunión con los consejeros . . um pero um yo tengo mucho um muchas . . sugerencias . . um que puedes usar um en colegio . . um sobre el ambiente um como asistir como um . .

Um yo tengo muchos intereses en universidades yo sé que yo quiero asistir un universidad muy grande um específicamente en el estado de Michigan porque um las la tuición es más baja y um yo sé que los consejeros pueden um te ayuda con um donde quieres asistir también.

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2018 SCORING COMMENTARY

Task 3: Conversation (continued)

Um . . . pienso que um yo quier . . . yo ah quiere estudiar um un tipo de medicina um posiblemente um a ser un doctor um de un tipo um . . . pero necesito um aprender más sobre todos los opciones . . . um por mi . . . ah trabajo futuro.

En mi opinión necesitas um tomar un gran variedad de clases a ver que no quieres hacer um con tu carrera futura . . . um . . . y también necesitas hablar con personas en muchos ah diferentes opciones . . . um . . . para asegurar que sabes um . . . qué vas a jacer por todo tu vida.

Sí um . . . me gusta su idea podemos ir . . . um . . . a un café . . . um . . . o un restaurante para hablar . . . um . . . Estoy contento . . . um . . . que pueda tener la oportunidad um ayudar mis compañeros de clases con sus decisiones . . . Gracia . . . um adios um gracias por la conversación.

Commentary

This is an example of a STRONG performance in Interpersonal Speaking. The response provides the required information with frequent elaboration: “yo quiero asistir un universidad muy grande um específicamente en el estado de Michigan porque um las la tuición es más baja.” The response is fully understandable with ease and clarity of expression throughout the series of questions. This response includes varied and appropriate vocabulary: “necesitas hablar con personas en muchos ah diferentes opciones . . . um . . . para asegurar que sabes um . . . qué vas a jacer por todo tu vida.” The response also provides evidence of accuracy and variety in grammar, syntax, and usage with few errors. Occasional errors do not impede comprehensibility: “yo sé que los consejeros pueden um te ayuda con um donde quieres asistir también.” Use of register is mostly consistent and appropriate throughout the conversation (tú, which is appropriate when speaking with a classmate). There is a shift at the end of the conversation to usted: “Me gusta su idea.” The register is mostly consistent throughout the response. The pronunciation, intonation, and pacing make the response comprehensible. Clarification or self-correction improves comprehensibility: “yo tengo mucho . . . um . . . muchas sugerencias.”

Sample: 3B

Score: 3

Transcription of Student Response

Hola, Carla. Ah . . . creo que . . . los estudios . . . universitarios son importantes porque . . . um . . . te ayudas en su . . . en tus . . . ah . . . tu futuro.

Um . . . quiero . . . ver . . . ah . . . quiero ir a la Universidad de Alabama porque . . . hay muchos tipos de estudio y . . . ah . . . quiero . . . ser un doctora.

Quiero estu . . . estudiar ah biología . . . y . . . química . . . y también psaicología . . . ah . . . porque . . . ah . . . quiero . . . ir ah . . . a la universidad de médico.

Creo que . . . tú debes . . . ser . . . un . . . v . . . veterinario porque . . . tú . . . ah gus . . . te gusta la . . . los animales.

Sí, um . . . Creo que . . . es más importante para . . . estudiar en . . . una universidad . . . y . . . creo que . . . ah . . . tú tengas un buen día.

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2018 SCORING COMMENTARY

Task 3: Conversation (continued)

Commentary

This is an example of a FAIR performance in Interpersonal Speaking. The response provides most required information, responding to most prompts in a manner that is somewhat appropriate within the context of the task: “*quiero ir a la Universidad de Alabama porque . . . hay muchos tipos de estudio*”; “*estudiar ah biología . . . y . . . química*.” The response is generally understandable with appropriate but basic vocabulary: “*universidad de médico*.” There is also some control of grammar, syntax, and usage: “*Creo que . . . es más importante para . . . estudiar en . . . una universidad*.” Pronunciation, intonation, and pacing make the response generally comprehensible. Self-correction improves comprehensibility: “*te ayudas en su . . . en tus . . . ah . . . tu futuro*”; “*tú . . . ah gus . . . te gusta la . . . los animales*.”

Sample: 3C

Score: 1

Transcription of Student Response

Hola, Carla . . . um . . . es una pregunta buena . . . pero . . . ah . . . creo que . . . ah . . . pudis se esa . . . reunión . . . ah . . .

Y . . . yo me gustaría ah . . . asistir la reunión pero . . . porque ah . . . no puedes . . . ah . . . Es importante la reunión . . . ah . . . pero no es necesarias, ¿sí? Ah . . .

Sí, ah . . . yo sé que es . . . estudiar es muy importante . . . pero . . . la reunión con sus . . . los consejeros académicos no es . . . as importante que estudiar, ¿sí?

Recomiendo que . . . ah . . . quieres asistir la reunión . . . pero . . . no sé . . . ah . . .

Sí, bueno, es perfecto . . . ah . . . tengo clases . . . ah . . . mañana pero . . . ah . . . no tengo un reunión con mis consejeros académicos . . .

Commentary

This is an example of a POOR performance in Interpersonal Speaking. The response unsuccessfully maintains the exchange with a series of responses that is inappropriate within the context of the task, as the answers to most questions are never given. There is little required information: “*Sí, bueno, es perfecto . . . ah . . . tengo clases . . . ah . . . mañana*,” as the responses given are taken from the introduction to the Task 3 conversation: “*Es importante la reunión . . . ah . . . pero no es necesarias*,” “*estudiar es muy importante . . . pero . . . la reunión con sus . . . los consejeros académicos no es . . . as importante que estudiar*.” There are few vocabulary resources. Control of grammar is also very limited: “*estudiar es muy importante . . . pero . . . la reunión con sus . . . los consejeros académicos no es . . . as importante que estudiar*.” Errors impede comprehensibility: “*creo que . . . ah . . . pudis se esa . . . reunión*.” Pronunciation, intonation, and pacing interfere with comprehensibility: “*Recomiendo que . . . ah . . . quieres asistir*.”