
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 Writing: E-mail Reply (Task 1)

5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound, and a few complex sentences

3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
- Simple and a few compound sentences

2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

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Interpersonal Writing: E-mail Reply (Task 1) (continued)

1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- 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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Interpersonal Writing

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Not in the language of the exam

- (hyphen): **BLANK (no response)**

Apreciado Señor Javier González Prat,

Gracias por el correo electrónico con ^{la información} relacionada con su nueva aplicación para Viaje Virtual. ~~su nueva aplicación~~ ^{en mi opinión y mis respuestas} Aprecio mucho su interés. Aquí están mis respuestas a sus inquietudes. En relación a su pregunta sobre mi interés en la idea de viajar al extranjero, le comunico que me gusta viajar y quiero ver el mundo y todas las culturas en mi país y otros países. Ojalá que aprenda más sobre la cultura en Thailand porque mi abuelo visite Thailand ^{para} muchas veces durante el año. En cuanto a la información para mi itinerario, le informo que necesitaría saber ~~donde y el tiempo de mi~~ donde viviría durante mi viaje. Cuando sé donde viviría, puedo planear mis actividades a cerca de esa área.

Me gustaría saber más sobre ~~su nueva~~ el diseño de su nueva aplicación. ¿Porque quiere diseñar una aplicación para teléfonos móviles y tabletas? ¿No le gusta su otra aplicación?

Estoy a sus órdenes para cualquier otra información que necesite.

Cordialmente le saluda,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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1B

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2 Estimado Javier González Prat,

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4 Muchas gracias por su mensaje. Su aplicación de
5 viaje es una buena idea porque la gente necesita
6 ayudar cuando está viajando. La idea de viajar
7 al extranjero es una buena idea porque todo el mundo
8 ~~se~~ quiere visitar los otras partes del mundo. Por eso,
9 la aplicación de "Viaje Virtual" puede ~~asistir~~ ayudar
10 la gente. Cuando una ~~persona~~^{familia} fueran a viajar
11 al extranjero, ellos necesitan la información del
12 ~~el~~ avión, el transporte público, o los nombres
13 de las calles en ~~en~~ la ciudad que están visitando.
14 Tengo dos preguntas. ¿Cuándo es la fecha límite para
15 participar en el sorteo de una tableta? ~~¿Cuándo es la fecha límite para~~
16 ¿Qué marca es la tableta?

17
18 Atentamente,

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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Do Not Write Beyond This Border

Estimado Javier,

¿Que pasa? De nada por haber participado en nuestro cuestionario sobre mis intereses y preferencias cuando está de viaje. Yo interesa la idea de viajar al extranjero porque ese un gran cosa que yo hizo. Yo necesacito mueho cosas para planear un itinerario, le gusta, ¿que tiempo, a deonde vas, que hacer, yo necesacito muehos informacion de lugar de viajar al extranjero. Mi itinerario fue muy grande y con muchas detalles. ¡Adios Javier!

Atentamente,

Do Not Write Beyond This Border

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2018 SCORING COMMENTARY

Task 1: E-mail Reply

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. The response received a single, holistic score based on how well it accomplished the assigned task. Students needed to be able, first, to comprehend the e-mail, and then to write a reply using a formal form of address. The reply must address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The curricular theme for the e-mail reply was “Personal and Public Identities.” The students were asked to write a reply in response to an e-mail message from Javier González Prat from a tech company called “iTinerario” that is designing a mobile application to help students who are traveling. The original e-mail asks two questions:

1. Why is the student interested in traveling abroad?
2. If the student was traveling, what information would they need in order to plan an itinerary?

The students were also asked to include a greeting and a closing in their e-mail response.

Sample: 1A

Score: 5

This response is a clear example of a STRONG performance in Interpersonal Writing. All required information is present and with elaboration: there is a greeting and an introduction that makes reference to the context of the task (lines 1–5); the student responds to question 1 with elaboration (lines 6–11); question 2 is also answered with elaboration (lines 11–15). The student asked two relevant questions in relation to the application being designed by the company (lines 17–19). There is also a closing that is both polite and formal (lines 20–23). Furthermore, the sample is fully understandable, and there are very few errors, none of which impedes comprehensibility: “*otras países*” (line 9); “*porque mi abuelo visite*” (line 10); and “*Cuando sé donde vivirá*” (line 14).

In general terms, this response demonstrates good command of Spanish language. Expressions like “*inquietudes*” (line 5); “*En relación a*” (line 6); “*le comunico*” (line 7); and “*En cuanto a*” (line 11) show a variety of vocabulary. The fact that the student uses “*Apreciado*” (line 1) in the greeting and “*Cordialmente*” in the closing shows that the student does not depend on the language of the prompt to complete the task. There are also examples of good grammar usage in a variety of structures: “*información relacionada*” (line 3); “*Ojala que aprenda*” (line 9); “*necesitaría*”; “*vivirá*” (line 13); “*Me gustaría*” (line 16); and “*que necesite*” (line 21). The register is formal throughout the entire response, and there are no shifts: “*Apreciado*” (line 1); “*su pregunta*” (line 6); “*le informo*” (line 12); “*¿Por que quiere*” (line 17); and “*le saluda*” (line 23), among others. Finally, the response demonstrates good use of compound and complex sentences: “*En relación ... países.*” (lines 6–9); “*Ojala ... año.*” (lines 9–11); “*En cuanto a ... viaje.*” (lines 11–14).

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2018 SCORING COMMENTARY

Task 1: E-mail Reply (continued)

Sample: 1B
Score: 3

This response completes the task in a basic way without much elaboration and is an example of a FAIR performance in Interpersonal Writing. All required information is present: there is a greeting and an introduction (lines 2–6); the answer to question 1 (lines 6–10) is somewhat vague, but it does relate to the context of the task; and the answer to question 2 (lines 10–13) provides some elaboration. The student also asks two questions about the tablet being raffled (lines 14–16) and closes the e-mail (line 18). The response is fully understandable, in spite of some occasional errors: “ayudar” for “ayuda” (line 6); “Cuando ... fueran” (line 10); or “marka” (16).

The language is mostly basic with some vocabulary recycled from the prompt: “La idea de viajar al extranjero” (lines 6–7). The use of grammar is inconsistent. On the one hand there are some good structures: “está viajando” (line 6); “es una buena idea” (line 7); “puede ayudar” (line 9), but on the other hand, there are some errors, even in very basic structures: “otros partes” (line 8). There are some compound sentences: “Su aplicación ... viajando.” (lines 4–6), as well as an unsuccessful attempt at writing a complex sentence: “Cuando una familia ... visitando.” (lines 10–13). Finally, the register is formal throughout the response: “Estimado” (line 2); “Su aplicación” (line 4); and “Atentamente” (line 18).

Sample: 1C
Score: 1

This response clearly demonstrates a POOR performance in Interpersonal Writing. The response shows a lack of understanding of the prompt and language skills that are insufficient to complete the task. The response attempts to answer all the required items but is unsuccessful. There is a simple greeting: “Estimado Javier, ¿Qué pasa?” (lines 1–3); then there is the answer to question 1, which is vague and contains no elaboration (lines 5–7). The answer to question 2 is barely appropriate (lines 7–8), and the request for information is confusing for the reader (lines 9–12). The closing is simple (lines 12–14). In general this response is hard to understand and confusing to the reader.

The response depends a lot on the language of the prompt: “por haber participado ... de viaje” (lines 3–5); “la idea de viajar al extranjero” (line 6); and “para planear un itinerario” (line 8). In fact, language that does not come from the prompt is difficult to understand: “deonde” (line 9); “detalles” (line 12). There is little to no control of grammar, even in basic constructions: “Yo interesa la idea” (line 5–6); “ese un gran cosa que yo hizo” (lines 6–7); “mucho cosas” (lines 7–8); “muchos información” (line 10). Finally, the register is inconsistent and full of shifts: “Estimado Javier,” without the last name (line 1); “¿Qué pasa?” (line 3); “Le gusta” (line 8); “¡Adios Javier!” (line 12); “Atentamente” (line 14).