AP Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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Task 2 — Persuasive Essay

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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

Presentational Writing: Persuasive Essay (Task 2)

Clarification Note:
There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is "according to Source 1" or "according to the audio file"; refer to the content and indicate the source in parentheses "(Source 2)"; refer to the content and indicate the source using the author's name "(Smith)"; etc.

5: STRONG performance in Presentational Writing
• Effective treatment of topic within the context of the task
• Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
• Integrates content from all three sources in support of the essay
• Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
• Organized essay; effective use of transitional elements or cohesive devices
• 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
• Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing
• Generally effective treatment of topic within the context of the task
• Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
• Summarizes, with limited integration, content from all three sources in support of the essay
• Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
• Organized essay; some effective use of transitional elements or cohesive devices
• 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
• Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences

3: FAIR performance in Presentational Writing
• Suitable treatment of topic within the context of the task
• Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
• Summarizes content from at least two sources in support of the essay
• Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
• Some organization; limited use of transitional elements or cohesive devices
• Generally understandable, with errors that may impede comprehensibility
• Appropriate but basic vocabulary and idiomatic language
• Some control of grammar, syntax, and usage
• Uses strings of mostly simple sentences, with a few compound sentences

2: WEAK performance in Presentational Writing
- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support the essay
- Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- 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
- Uses strings of simple sentences and phrases

1: POOR performance in Presentational Writing
- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Very simple sentences or fragments

0: UNACCEPTABLE performance in Presentational Writing
- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)

Con el paso del tiempo y los avances de la tec-
nología, muchas partes de la vida cotidiana han ido
cambiando. Antes, ir a la biblioteca a buscar in-
formación era parte de la vida de aquellos que aman
la lectura, o de estudiantes y otras personas en
busca de información. En la actualidad, existe un
debate que se refiere a si en verdad seguirán
siendo relevantes las bibliotecas, o perderán
su importancia debido a las posibilidades de
la lectura de forma electrónica. Creo que es
muy importante que se mantenga la relevancia de
las bibliotecas en el futuro, ya que tienen gran
importancia como lugar de estudio y fuente
de entretenimiento. Es importante que no se pierda
la biblioteca como símbolo de lectura.

Según un artículo publicado en España
en 2013, la lectura ya no está reservada
únicamente a páginas impresas. Los usuarios
están siendo influenciados por esta situación.
El autor de este artículo explica que solo el 13%
de los usuarios obtiene rapidamente un libro en papel.
Esto demuestra la eficacia de los libros electró-
nicos, ya que el 88% de los usuarios es
capaz de obtenerlo más rápido de esta manera.
De esto se puede inferir que en el mundo actual es muy im-

26 portanto la rapidez con la que se obtiene información,
27 y los libros electronicos lo ofrecen.
28   En un grafico publicado en España, en sep-
29 tiembre del 2007, se muestra la frecuencia con la
30 que se visitan bibliotecas. Sólo un 9.8% por cierto
31 de las personas a las que se refiere la grafica visitan
32 la biblioteca todos o casi todos los dias de la
33 semana. Esto constituye un numero bastante bajo
34 comparado a aquellos que van una o dos veces por
35 semana (32.1%) y aquellos que van solo alguna
36 vez al mes (38.9%). Solo un 1.9% visita la
37 biblioteca los fines de semana. De esto se puede
38 inferir que se estan reduciendo las visitas habi-
39 tuales a bibliotecas siendo reemplazadas
40 probablemente por libros electronicos.
41   En una informe publicado en España, en el
42 año 2012, se explica la necesidad de adaptar las
43 bibliotecas a nuestros tiempos. En dicho informe
44 se habla de una biblioteca en Barcelona, la cual
45 esta siendo adaptada con tecnología para un mejor
46 funcionamiento. De esta manera se intenta adaptar
47 la tecnología de libros electronicos y llevarla a las
48 bibliotecas. En dicha biblioteca se exponen los dis-
49 positivos para que los clientes se familiaricen con
50 los mismos y escojan el que crean mejor para ellos

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GO ON TO THE NEXT PAGE.

51 En este informe se enfatiza en que de esta manera
52 se puede conseguir adaptar las formas de lectura
53 a nuestros tiempos y mantener el simbolismo
54 de una biblioteca como lugar entretenimiento, lec-
55 tura y aprendizaje.
56 En la actualidad, nuestra vida, así como
57 el arte, deben adaptarse a los avances
58 tecnológicos. Es de gran importancia no deshechar
59 hábitos como la lectura y hacerlos perdurar. Por es-
60 to es importante adaptar la bibliotecas a las
61 necesidades actuales de las personas. De esta
62 manera se combinan la tradición y la
63 modernidad para mejorar la lectura para
64 todos. Así, se mejoran las bibliotecas y se man-
65 tienen como lugares para el disfrute de todos.

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Do Not Write Beyond This Border

Do Not Write Beyond This Border

1 Hoy en día, la tecnología ~~be ser~~ ha se puesto un gran parte de la

2 vida de los jovenes. Las bibliotecas ha se puesto más familiar con

3 la tecnología y ha creado muchos cosas que usan la tecnología,

4 por ejemplo, el libro electrónico. Por esta razón, es muy importante

5 por las bibliotecas se quedan en el futuro.

6 Según la fuente número uno, 69% de personas todavía comparte

7 libros de papel. La mayoría de personas les gusta usar estos

8 libros por una variedad de razones. Los libros de papel son más

9 saludable por los ojos. 43% de personas les gusta leer en cama

10 con un libro de papel, según la fuente número ~~uno~~ uno, y

11 podemos inferir del texto que es mucho mejor porque leyendo de

12 una pantalla puede causar trauma a los ojos. Pero, ~~si~~ si

13 una persona prefiere usar un libro electrónico, es también una

14 cosa común en los bibliotecas. 83% de personas úsanlos, según

15 la fuente número uno.

16 Según la fuente número dos, muchas personas ir a los bibliotecas.

17 Solamente un poco ~~6.3~~ 9% casi nunca o nunca ~~visitan~~ la usa. La

18 mayoría de personas visítanla a menos de alguna vez al mes, pero

19 cuando combinar respuestas, es más común ir a la biblioteca a

20 menos de una vez por semana. Las personas aún están visitando

21 la biblioteca porque es un lugar muy importante para estudiar y

22 relajar también.

23 Según la fuente número tres, las bibliotecas tiene el reto

24 de competir con la tecnología, pero están muchas razones

25 expresando su importancia. La biblioteca es muy importante

26 a la lectura. Muchas personas ir a la biblioteca para encontrar
27 un libro para leer durante de tiempo libre. Es un creencia muy
28 incorrecta que las personas solamente ir a las bibliotecas para
29 hacer papeles para escuela. Es verdad muchos personas úsala
30 para esta razón, pero tiene muchos usos otros. Aunque la
31 tecnología va a ~~crecer~~ mejorar en el futuro, las bibliotecas
32 siempre van a ser importante a la población.
33 Las tres fuentes apoyan la importancia de las bibliotecas en
34 todos los épocas. Va a ser unagran lástima si las bibliotecas
3 están quitado de sociedad, aunque la tecnología continua a crecer
3 en nuestra cultura.

1 los ⊗ libros electronicos mi gustan mas
2 y mas gnte los von a usard en el futuro.
3 Te voy a dice por que. Orita las personas no
4 von a la biblioteca, ⊗⊗⊗⊗ no mas van
5 un o dos ⊗⊗ veces por semana. las personas
6 usan libros electronicos por que es mas face.
7 No quiere ir a la biblioteco,

1 of 1.

AP® SPANISH LANGUAGE AND CULTURE
2018 SCORING COMMENTARY

Task 2: Persuasive Essay

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

Overview

This task assessed writing in the presentational communicative mode by having the student write a persuasive essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the one audio source twice. Afterward they had 40 minutes to write the essay. 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 three sources, and then to present their different viewpoints. They also had to present their own viewpoint and defend it thoroughly, using information from all of the sources to support the essay. As they referred to the sources, they had to identify them appropriately. Furthermore the essay had to be organized into clear paragraphs.

The curricular theme for this question was "Science and Technology," and the prompt was "Will traditional libraries be relevant in the future?"

Source 1 was an article entitled: "*Bibliotecas y bibliotecarios preparados para una nueva era,*" published in Spain in 2013, which discussed future roles that librarians will perform in digital libraries. Source 2 was a pie chart from 2007 with percentages representing how frequently people visited libraries in Spain. Source 3 was a recording of a report, published by United Nations Radio, with a debate on the role of libraries in the digital era.

Sample: 2A
Score: 5

This response is a clear example of a STRONG performance in Presentational Writing. The essay responds to the prompt, is highly persuasive, and is supported by the sources' arguments. The response shows a strong understanding of the arguments in all three sources used to support the viewpoint and includes a personal interpretation of the arguments that helps create a persuasive essay. The response is organized with effective use of transitional elements or cohesive devices. It begins with a sophisticated introduction that clearly states the viewpoint. The arguments from the three sources are seen in the three body paragraphs, and the conclusion integrates the ideas developed in the previous paragraphs. The viewpoint is clear: "*Creo que es muy importante … símbolo de lectura.*" (lines 10–15) and well-defended throughout the essay. Cohesive devices are mostly found inside the paragraphs: "*Esto demuestra*" (line 22); "*Esto constituye*" (line 33); "*De esto se puede inferir*" (lines 37– 38); "*Por esto*" (lines 59–60); "*De esta manera*" (line 61–62). The response is fully understandable, easy to read, and does not contain errors that can impede comprehensibility. Vocabulary is paraphrased from the sources, and original language can be sophisticated: "*Con el paso del tiempo … han ido cambiando*" (lines 1–3); "*Antes … de información*" (lines 3–6); "*En la actualidad, existe … de forma electrónica.*" (lines 6–10). The response shows accuracy and variety in grammar, syntax, and usage, with few errors: subjunctive "*se mantenga*" (line 11); "*que no se pierda*" (line 14); "*se familiaricen*" (line 49); relative clauses: "*a las que se refiere*" (line 31); "*la cual esta siendo adaptada*" (lines 44–45); passive voice: "*siendo reemplazadas … por libros*" (lines 39–40). Finally, the response develops paragraph-length discourse with a variety of simple, compound, and some complex sentences: (lines 3–6; 10–15; 22–27; 58–65).

Sample: 2B
Score: 3

This response is an example of a FAIR performance in Presentational Writing. It shows a suitable treatment of the topic within the context of the task, responds to the prompt question (lines 4–5), and demonstrates a moderate degree of comprehension of the sources' viewpoints. All sources are referenced, although sources 1 and 2 are more developed than source 3: Source 1 is in lines 6–15, source 2 in lines 16–22, and source 3 in lines 23–25, but there is no integration of the sources' ideas. The response presents and defends the student's own viewpoint, "*es muy importante por las bibliotecas se quedan en el futuro*" (lines 4–5), in a somewhat persuasive argument because it mostly summarizes content from the sources in a vague intent to support the viewpoint. The response also presents some organization, guided by the sources, with an introduction and a brief conclusion that is somewhat persuasive. There is limited use of transitional elements with some internal cohesive devices: "*Por esta razón*" (line 4); "*pero*" (line 12); "*Aunque*" (line 30).

The response is generally understandable, and the vocabulary is basic, taken from the sources, and repeated: "*tecnología*" (lines 1, 3, 24, 31); "*biblioteca*" (lines 2, 5, 14, 21, 23, 26, 28, 31, 34). There is some control of grammar, syntax, and usage; the response uses present tense well, in general: "*cosas que usan*" (line 3); "*La mayoría de las personas les gusta*" (line 7); "*si una persona prefiere*" (lines 12–13) with grammatical errors in agreement and conjugation that don't impede comprehensibility: "*muchas personas ir a los bibliotecas*" (line 16); "*Los libros de papel son más saludable por los ojos.*" (lines 8–9). The response attempts to communicate in the present perfect, "*ha creado*" (line 3), although not always successfully: "*ha se puesto*" (line 2). Also, the direct object pronouns are incorrectly attached to the conjugated verbs: "*úsanlos*" (line 14); "*úsala*" (line 29). The response uses strings of mostly simple sentences, with a few compound sentences: "*Las personas … también.*"(lines 20–22); "*Aunque … población.*" (lines 30–32).

Sample: 2C
Score: 1

This response is an example of POOR performance in Presentational Writing. It presents almost no treatment of the topic within the context of the task because it does not answer the question, although there is a vague intent: "*los libros electronicos … los van a usard en el futuro.*" (lines 1–2). It demonstrates poor comprehension of the sources' viewpoints; there is only a reference to source 2: "*las personas no van … por semana.*" (lines 3–5). The response minimally suggests the student's own viewpoint on the topic (lines 1–2), and the argumentation is totally undeveloped. The response shows no organization: It presents only one paragraph with the absence of transitional elements and cohesive devices. There are very few vocabulary resources with orality, such as "*Te voy a dice*" (line 3) or "*Orita*" (line 3). The essay also shows little or no control of grammar, syntax, and usage: "*mi gustan*" (line 1); "*un o dos veces*" (line 5); "*Las personas … es mas facie.*" (lines 5-7); "*No quiere ir*" (line 7); although it conjugates third person plural of the present tense verb "*ir*" correctly: "*van*" (line 2).