

2008 AP® SPANISH LANGUAGE—INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response may have inadequate organization Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as follows:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic; or, it may not provide sufficient language to evaluate.			

* Scores may be lowered on a writing sample of fewer than 60 words.

Directions: For the following question, you will write a message. You have 10 minutes to read the question and write your response. Your response should be at least 60 words in length.

Instrucciones: Para la pregunta siguiente, escribirás un mensaje. Tienes 10 minutos para leer la pregunta y escribir tu respuesta. Tu respuesta debe tener una extensión mínima de 60 palabras.

Escribe un mensaje electrónico a un amigo o una amiga, donde le cuentas brevemente tus planes para el verano. En tu mensaje debes

- mencionar tus planes
- explicar por qué te interesan esas actividades
- comentar lo que más te entusiasma
- sugerir una actividad que puedan hacer juntos o juntas en el futuro

Hola María, ¿que tal?

¡Te echo mucho de menos! Aquí en Roma no hay nada que hacer, y estoy muy aburrida. Por eso pedí a mis padres si me mandarían a Francia para ver la Tour d'Eiffel. No lo creas; pero me dijeron que sí! Estoy tan emocionada! En París visitaré muchos sitios interesantes, y podría encontrar alguien especial. Imagina... podría finalmente encontrar un chico simpático francés; ¡y aún llamararme! Además, mi francés mejoraría muchísimo.

¿Sabes lo que es que me entusiasma más de todo? El hecho que finalmente yo pueda visitar el Louvre ¡y ver la Mona Lisa! Ay María, ¿te acuerdas que este era nuestro sueño desde que ~~teníamos~~ teníamos doce años?

¿Por qué no vienes tu también? ¡Preguntalo a tus padres! Te aseguro de que será una experiencia

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Interpersonal Writing

inolvidable. Primero podrias venir aqui en Roma despues de tus exámenes, y luego nosotras podemos ir juntas a Paris. ¿Que te parece? Por favor, ¡contéstame pronto! Esperaré tus noticias.

Un abrazo fuerte,

[REDACTED]

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Querido amigo;

Ayer pensó sobre que voy a hacer este próximo verano. Y tomó una decisión. Voy a ir a Holland para participar en un curso de surfing ~~que~~ que durante tres semanas. Cuando terminará este curso voy a ir a sur de Francia para aprender ~~mis~~ ^{mis} nuevas capacidades.

Me interesa mucho el surfing porque mi tío ~~vive~~ vive en una playa en el norte de Holanda en que surfing es el deporte más gustado por la gente. Después ~~del~~ surfing voy a participar en un campamento de balonmano con mi equipo para una semana porque nosotros entrenador pienso que esa campamento va a ayudarnos por la próxima sesión. Pero me entusiasma más de el surfing.

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¿Quieres acompañarme cuando voy a ir al sur de Francia? Tu sabes todo del surfing y me gusta mucho hacer algo juntos este verano.

muchos besos

tú amigo



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Querida Marta:

¿Cómo estás? Estoy bien. Quiero que las vacaciones vengan más rápida para que podamos reunirnos más pronto. Estoy felicísimo que ~~podemos~~ podré visitarte en dos meses.

¿Vas a hacer algo interesante antes de la reunión? Primero, mi familia y yo iremos a París para ver el Torre Eiffel.

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

Interpersonal Writing

Sample: IW-AA

Score: 5

This writing sample demonstrates excellence in interpersonal writing. The task is fully addressed and completed with responses that are thorough and appropriate for all the prompts of the assignment. The message is very well organized, and the student demonstrates control of a variety of structures (“*visitaré mucho sitios,*” “*mi francés mejoraría,*” “*El hecho que finalmente yo pueda*”), with very few mistakes (“*venir aquí en Roma [sic]*”). The writing displays ease of expression and rich vocabulary, with excellent command of conventions of the written language, although there are some minor spelling errors (“*inamorarme [sic]*”). Register is appropriate and consistently maintained.

Sample: IW-BB

Score: 3

This writing sample demonstrates competence in interpersonal writing. It addresses and completes the task because it refers to the prompt and responds adequately to all of its parts. The message is relevant and well organized, including a salutation, paragraphs, a farewell, and a signature. The student shows the ability to control some simple structures (“*Me interesa mucho el surfing*”) but also makes a variety of errors (“*Tu [sic] sabes todo del surfing,*” “*Ayer piensó [sic],*” “*tomó [sic] una decisión,*” “*me entusiasma mas [sic] de el [sic] surfing*”). The vocabulary is appropriate, but with occasional interference from English (“*balonmano,*” “*para [sic] una semana*”). There are also orthographic mistakes (“*sesión [sic],*” “*holandia [sic]*”). The register is appropriate.

Sample: IW-CC

Score: 2

This sample suggests a lack of competence in interpersonal writing. It only partially addresses the task, as it does not complete the fourth bulleted requirement, nor is there a farewell. The information that is given is relevant but incomplete. The control of some simple structures is limited (“*vacaciones vengan más rápida*”), yet there is evidence of good control of conventions of written language (“*¿Cómo estás?*”). The length of the response (49 words) is shorter than the expectation stated in the directions (at least 60 words in length).