

**AP® SPANISH LANGUAGE—2009 INTERPERSONAL WRITING SCORING GUIDELINES**

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

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

## SPANISH LANGUAGE

## SECTION II

Total time— Approximately 1 hour and 5 minutes

## Part A-1

Time— 10 minutes

**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 correo electrónico a un amigo o amiga a quien quieres invitar a un evento deportivo. En tu mensaje debes

- saludarle
- invitarlo o invitarla al evento
- describir el evento deportivo y explicar por qué será divertido
- pedirle que te responda lo antes posible
- despedirte

5 de mayo, Zaragoza

Hola Lucía:

¿Qué tal? ¿Cómo has pasado estos días que no nos hemos visto?

Mira, iba a ir a un partido de baloncesto mañana con mi padre, pero hoy se encuentra un poco mal, entonces me dio las entradas para que yo pudiera invitar a un amigo a acompañarme. ¿Quieres venir?

Empiezan a las 12:00 en el gimnasio en el barrio de Delicias (¿tú sabes dónde estás) y será muy divertido porque nuestro amigo <sup>Juan</sup> participará. Sabes que juega muy bien y que le gustaría mucho vernos allí.

Pues bien, ojalá que puedas venir, y mándame un mensaje pronto, para que yo pueda ~~de~~ decir a mi padre que no dé las entradas a un amigo suyo. Si puedes venir, ¿prefieres ~~encontrarnos~~ que nos encontremos en mi casa o en la suya? Ya veremos.

Un abrazo, Laura.

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Hola amigo,

¿Qué tal? Hace mucho tiempo que no vemos.

Quiero te invito a un partido de fútbol entre Barcelona y Madrid la proxima semana. Será un partido grande y intenso entre los dos partidos que tienen una rivalidad de años. Por favor llámame antes de este viernes y dime si puedes ir. ¡Ojalá que puedas!

Con cariño,  
Samantha

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**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 correo electrónico a un amigo o amiga a quien quieres invitar a un evento deportivo. En tu mensaje debes

- saludarle
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- describir el evento deportivo y explicar por qué será divertido
- pedirle que te responda lo antes posible
- despedirte

¡Hola Anita!

¿Cómo estás? Quiero invitarte a un ~~un~~ partido de fútbol que estará ese fin de semana. Todos nos ~~nos~~ amigos estaremos y pienso que ~~te~~ tendreis un buen tiempo. Ese partido está en Regents Park. ~~¿Estas libre ese fin de semana?~~

Si ~~estas~~ <sup>estas</sup> estás, venga al partido. ¡Espero que te gustes fútbol! También, puedes invitar a sus amigos si querias. ¡Escritame con tu respuesta ~~mucho pronto~~ muy rapida!

Adios,

Margy

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**AP® SPANISH LANGUAGE**  
**2009 SCORING COMMENTARY (Form B)**

**Interpersonal Writing**

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

**Sample: IW-AA**

**Score: 5**

This is an example of a high-scoring response. The student demonstrates excellence in interpersonal writing and ease of expression in the target language. The task is developed fully, with a thorough treatment of all parts of the topic. From the beginning, the tone and wording of the greeting are authentic, and the references to the recipient throughout the text ("*Mira*," "*¿Quieres venir?*", "*Si puedes . . . prefieres*") create a personal, cohesive message.

The student uses a variety of sophisticated structures with ease, many repeatedly: aspect in past narration with the preterit and the imperfect ("*iba a ir*," "*me dio*"); present perfect ("*has pasado*," "*hemos visto*"); future tense ("*será*," "*participará*," "*veremos*"); present subjunctive in noun clauses ("*ojalá que puedas venir*," "*decir a mi padre que no dé*"); imperfect subjunctive in adverbial clauses ("*para que yo pudiera*"); conditional ("*le gustaría*"); imperative ("*mándame*"); and more. There is much evidence of command of the object pronouns ("*se encuentra*," "*me dio*," "*le gustaría*," "*nos encontramos*," "*nos hemos visto*," "*mándame*," "*vernó*"). Vocabulary is idiomatic and quite rich for the task ("*hoy se encuentra un poco mal*," "*acompañarme*"). The sample is not devoid of errors ("*sabes donde estás*," "*suya*" instead of *tuya*), but they are occasional. Overall, this writing sample is a demonstration of excellence.

**Sample: IW-BB**

**Score: 3**

This is an example of a response in the middle of the scoring range. The student demonstrates competence in interpersonal writing. The task is completed appropriately: the response meets the technical requirement of being a message to a friend, with a minimum length of 60 words. In addition, most elements of the topic are mentioned, although they are not necessarily well developed: there is a greeting; an invitation; a description of the sports event (a big and intense soccer game between two Spanish "games" (actually teams) who have been rivals for years; this may lead a reader to interpret this as a fun event, although this is not directly stated in the text); a request for a specific deadline for the friend's response; and a familiar closing. The cultural reference to the two "games," Madrid and Barcelona, is appropriate.

The language is also appropriate for the task. There are errors: for example, in the use of infinitives and object pronouns ("*Quiero te invito*," "*no vemos*"), the conventions of the written language ("*llamame*," "*proxima*"), and vocabulary ("*dos partidos*" for two teams). But in general, the language demonstrates writing competence, although there is no breadth in the variety of structures, vocabulary, or idiomatic expressions used. The inclusion of the subjunctive in the last phrase is not evidence of control of this sophisticated structure, but it is a nice idiomatic touch at the end of the response.

**AP<sup>®</sup> SPANISH LANGUAGE**  
**2009 SCORING COMMENTARY (Form B)**

**Interpersonal Writing (continued)**

**Sample: IW-CC**

**Score: 2**

This is an example of a response in the low-scoring range, suggesting lack of competence in interpersonal writing. Ideas are organized, following the order of the bullets in the prompt, but the task is only partially completed, as the sporting event is not really described. There is mention of a “*partido de fútbol*” where “*Todos nos amigos estaremos y . . . tendrás un buen tiempo*,” in which the inaccuracies interfere with the message and indicate the interference of English. Grammatical errors are pervasive and frequent, occurring in almost every sentence and even in forms of elementary agreement (“*nos amigos estaremos*,” “*te gustes fútbol*”). There is confusion between *ser* and *estar* (“*un partido . . . estará*,” instead of *será*) and with use of demonstratives (“*ese fin de semana*,” instead of *este*), the informal and formal form of address (“*Escribame con tu respuesta*,” “*puedes invitar a sus amigos*,” “*Si estás libre venga al partido*”), and use of the present subjunctive (“*si querías*”). Use of accents is inconsistent but at times correct.