

AP® SPANISH LANGUAGE—2009 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 with a relevant, thorough treatment of all/almost all elements of the topic • Responds fully and appropriately to all or almost all the parts/prompts of the writing task in a 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 with a relevant, well-developed treatment of the elements of the topic • Responds appropriately to all or almost all of the parts/prompts of the writing task in a 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 with a relevant treatment of the elements of the topic • Responds adequately to most parts/prompts of the writing task in an 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 the following:	<ul style="list-style-type: none"> • Partially addresses and/or completes the task but may have some irrelevant treatment of elements of the topic • Responds inadequately to some parts/prompts of the writing task and the 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 the following:	<ul style="list-style-type: none"> • Does not complete the task and/or treatment of elements of the topic is irrelevant • Responds inadequately to most parts/prompts of the writing task and/or the 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, 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—1 hour and 5 minutes

Part A-1

Time—10 minutes

IWA

page 1 of 2

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. Imagina que en breve te vas a mudar a la misma ciudad donde él o ella vive. En el mensaje debes

- saludar a tu amigo o amiga
- explicar la razón por la que tu familia se muda
- expresar tus sentimientos por el cambio de escuela
- expresar tu alegría de poder verlo o verla

Hola Anna!

¿Cómo estás?

Espero que bien, hace mucho tiempo que no te veo y, no se nada de ti.

Te escribo este mensaje solo para darte una noticia importante.

La noticia es que mis padres decidieron que nos mudaremos de ciudad, ahí a donde tu vives ahora.

Mis padres creen que este cambio puede ser algo bueno para mi hermano y yo.

GO ON TO THE NEXT PAGE.

Yo creo, que tal vez ellos tienen razón,
pero nose como me va a ir en
otra escuela, por que sinceramente
no me gustaria dejar a los amigos que
tengo acaí, pero tambien pienso que
cambiarne de escuela seria
una gran experiencia en mi vida.

No creo que este del todo mal mudarme,
por que creo que si estoy mas
cerca de ti, podremos volver a
ser las buenas amigas que siempre
hemos sido, y salir al parque, reir,
bromear, hablar, contarnos cosas, etc...
Todo lo que haciamos cuando tu vivias
aquí.

Espero poder verte pronto, cuando yo
me mude para allá.

¡Cuidate y espero que estes bien!

Atentamente : Yahaira.

SPANISH LANGUAGE

SECTION II

Total time—1 hour and 5 minutes

Part A-1

Time—10 minutes

IW-B

page 1 of 2

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. Imagina que en breve te vas a mudar a la misma ciudad donde él o ella vive. En el mensaje debes

- saludar a tu amigo o amiga
- explicar la razón por la que tu familia se muda
- expresar tus sentimientos por el cambio de escuela
- expresar tu alegría de poder verlo o verla

~~_____~~
~~_____~~
Hola Alfredo, soy yo Rodrigo como has estado.
La razón por la que te escribo es por que
tengo buenas noticias me mudare a Houston
contigo. Mi papa le dieron trabajo en una
empresa en Houston i tenemos que mudarnos
a Houston. Voy a extrañar mis amigos i
a mi escuela Pero lo bueno es que voy a
estar contigo en la misma escuela. Estoy
muy ~~para~~ entusiasmado para estar contigo.
Pues esto es todo lo que te queria decir

GO ON TO THE NEXT PAGE.

SPANISH LANGUAGE
SECTION II
Total time—1 hour and 5 minutes
Part A-1
Time—10 minutes

IW-C

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. Imagina que en breve te vas a mudar a la misma ciudad donde él o ella vive. En el mensaje debes

- saludar a tu amigo o amiga
- explicar la razón por la que tu familia se muda
- expresar tus sentimientos por el cambio de escuela
- expresar tu alegría de poder verlo o verla

Hola Ilse espero y te encuentres bien pronto nos vamos a ver por que me mudare en tu ciudad con mi familia pues ya sabes problemas economicos me agrada la idea de mudarnos pero a la vez no por el cambio de escuela me voi a atrasar y no quiero pero me da gusto de que nos vamos a poder ver y charse y entro en tu escuela que alegria bueno may te dejo bai.

GO ON TO THE NEXT PAGE.

AP[®] SPANISH LANGUAGE 2009 SCORING COMMENTARY

Interpersonal Writing

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

Overview

This question measured students' ability to create an informal communication with proper register and to respond appropriately to all four parts of the prompt. They had 10 minutes to read the prompt and to write a response that was at least 60 words long. The response was an e-mail to a friend in another city, and students were asked to imagine that soon they would be moving to that same city. In the e-mail, they had to do four things: greet the friend, explain the reason that the family is moving, express their sentiments about the change of schools, and express happiness at being able to see the friend again. The response was scored on effective task completion/topic development and language use, equally considered.

Sample: IW-A

Score: 5

This response demonstrates excellence in interpersonal writing. The student fully addresses and completes the task with a relevant and thorough treatment of all elements: *"No creo que este del todo mal mudarme, por que creo que si estoy mas cerca de tí, podremos volver a ser las buenas amigas que siempre hemos sido, y salir al parque, reír, bromear, hablar, contarnos cosas, etc."* The response is organized and cohesive, with appropriate social references: *"¡Cuidate y espero que estes bien!"* A few grammatical errors occur: *"¿Cómo éstas?"*; *"Yo creo, que tal vez ellos tienen razón, pero nose como me va a ir en otra escuela."* There is evidence of control of a variety of structures and idioms: *"Espero poder verte pronto, cuando yo me mude para allá"*; *"La noticia es que mis padres decidieron que nos mudaremos de ciudad, ahí a donde tu vives ahora."* Conventions of the written language are generally correct, and the register is appropriate.

Sample: IW-B

Score: 3

This response demonstrates competence in interpersonal writing. The student responds adequately to the prompts and provides relevant treatment of the elements of the task. The response is organized with adequate cohesiveness. Errors occur in a variety of structures: *"Mi papa le dieron trabajo en una em presa en Houston i tenemos que mudamos a Houston"*; *"Estoy muy entusiasmado Para estar contigo."* The vocabulary is appropriate: *"Pues esto es todo lo que te queria decir."* There are some errors in conventions of the written language, such as punctuation (*"La rason por la que te escribo es por que tengo buenas noticias me mudare a Houston contigo"*) and orthography (*"Voy a ecstrañar amis amigos i a mi escuela"*). The register is generally appropriate.

Sample: IW-C

Score: 1

This sample demonstrates lack of competence in interpersonal writing and thus is in the low score range. Although it responds to all parts of the prompt, it is disorganized and difficult to follow. Numerous grammatical errors and the lack of punctuation impede communication: *"Hola llse espero y te encuentres bien pronto nos vamos a ver por que me mudare en tu ciudad con mi familia pues ya sabes problemas economicos."* There is significant orality: *"a la vez no por el cambio de escuela me voi a atrasar y no quiero pero me da gusto de que nos vamos a poder ver y chanse y entro entu escuela que alegria bueno hay te dejo bai."* The register is appropriate.