

AP[®] SPANISH LANGUAGE—2010 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 or almost all elements of the topic. Responds fully and appropriately to all or almost all of 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 inappropriately 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 inappropriately 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 is a restatement of the topic, or it does not provide evidence of sufficient language ability to merit a score of 1.		
—	A writing sample that receives this score is blank, off task, completely irrelevant to the topic or written in a language other than Spanish (which does not correspond to an AP Exam for French or German).		

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.

Estás viajando por un país de habla hispana. Escribe una tarjeta postal a un amigo o amiga desde ese lugar.

En tu mensaje debes

- explicar por qué estás visitando ese lugar
- contar lo que has hecho
- describir lo que más te gusta de ese sitio

A 23 de Mayo de 2007

Querida Maria:

¿cómo estás? yo, muy bien, aquí visitando El Salvador. Vine aquí a visitar a mi familia, que no había visto por mucho tiempo. Este es un lugar muy bonito. Ayer, mi familia y yo fuimos a la playa, es un lugar estupendo para relajarse y conocer más de este hermoso país. También he ido de compras a un centro comercial, el cual se llama MetroCentro. También visité a mis tíos y a mis primos, quienes

viven en San Salvador, la capital del país. De último, mi padre me llevaron a un cerro situado en Metapán. El cerro se llama "El Cerro Montecristo", es un lugar muy bello, con una magnífica flora y fauna. Allí ví unos animales muy bellos, y creo que este fue el lugar que me gustó más de aquí de El Salvador. Tomaré fotos de este precioso lugar, y te las enseñaré cuando regrese, y te cuento con detalles lo que viví en este pascu. Cuidate mucho, y nos vemos pronto.

Tu amiga,
Cara

GO ON TO THE NEXT PAGE.

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mayo 23, 2007

Hola amiga, ¿cómo te encuentras?

Pues si te preguntaras cómo estoy yo te diría que muy bien, pues tu sabes que me encanta viajar a lugares que misiquiera conozco y por eso es la razón que vine a viajar a este país. Primero que todo te contare que la ciudad está hermosa y que talvez tu tambien deberias de venir acá. He hecho demasiadas cosas en tan poco tiempo, he estado a divertirme pero tambien a estudiar la cultura de este país. Bueno pues lo que mas me ha gustado de este país de habla hispana es que las personas son muy amables, no solamente unas sino casi todas. Bueno me despido y nos vemos allá, o talvez si tu pudieras venir, ven!!!

¡¡¡hasta pronto tu amiga

[Signature]

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Hola Marsha,

Como estas yo no mas staaqui en
esperanta ~~como~~ solito las personas que se viven aqui son
Muy feliz y los chicas son muy whappers y todos los
casas estan muy Bonita se midan como casas de ~~avanzados~~
pasado por que se tienen ~~carros~~ Gargoyles y la vida
en la noche ~~es~~ es uno de naden quire para pues
saves que yo voy a salir orita so asta luego

~~con~~ con amor

Jessie

AP® SPANISH LANGUAGE
2010 SCORING COMMENTARY (Form B)

Interpersonal Writing

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

Sample: IW-1A

Score: 5

This writing sample demonstrates excellence in interpersonal writing. The student presents a fully developed, cohesive and well-organized response. There are outstanding social and cultural references: "*El cerro se llama 'El cerro Montecristo', es un lugar muy bello, con una magnífica flora y fauna.*" There are many details about the activities the student has done and will do: "*Tomaré fotos de este precioso lugar, y te las enseñaré cuando regrese.*" The register is highly appropriate, and the response exhibits excellent command of the conventions of the written language. The vocabulary is precise and idiomatic, making the response easy to read. Overall the response surpasses the requirements of the prompt.

Sample: IW-1B

Score: 3

This writing sample addresses all parts of the task and responds adequately to the prompt. The response shows adequate development through relevant treatment of the elements of the topic. It is organized with adequate cohesiveness: "*Primero que todo te contare que la ciudad esta hermosa y que talvez tu tambien deberias de venir acá.*" The organization follows the bullets in the prompt and includes some attempts at original transitions, which are not always correct: "*pues si te preguntas*"; "*Primero que todo*"; "*Bueno pues*"; "*no nadamas.*" There is no mention of the country, nor are any cultural references mentioned. The vocabulary is colloquial, which is appropriate to the task: "*si te preguntas como estoy yo te diria que muy bien.*" A pattern of errors in the use of accent marks is present ("*diria*," "*razon*," "*tambien*," "*pais*"). There are also errors in the use of question marks and exclamation points, and in orthography ("*deverias*," "*asta pronto*"). The errors are sufficient to merit a conclusion that this response only demonstrates competence in interpersonal writing.

Sample: IW-1C

Score: 1

This writing sample does not address portions of the prompt and thus does not complete the task. It demonstrates lack of competence in interpersonal writing. There may be hints of comprehension of the bullet points from the prompt, but they are not clear enough to be solidly identified. The student responds inappropriately to most parts of the writing task, and the response is disorganized. Numerous errors impede communication. There is pervasive interference of orality: "*sta aqui*," "*whapas*," "*anyos*." Lack of punctuation confuses the reader, affects the message, and thus weakens the task completion and topic development. There are patterns of errors in punctuation and orthography, and there is interference from English: "*se midan*," "*Gargoyles*," "*quire*," "*so*," "*asta*."