

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).		

SPANISH LANGUAGE

SECTION II

Total Time Section II—Approximately 1 hour and 25 minutes

PART A: WRITING

Total Time Part A—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.

Tu mejor amigo o amiga y su familia te invitan a pasar una semana de vacaciones con ellos. Escríbele un correo electrónico a tu amigo o amiga. En tu mensaje debes

- saludarle
- agradecerle la invitación
- sugerir posibles actividades durante la semana de vacaciones
- despedirte

Hola queridísima Cote,

~~Querida Cote,~~

¡Tan tiempo! ¿Cómo te ha tratado la vida? ¡Ojalá que muy bien! Mira, te escribo porque recibí tu invitación a pasar una semana de vacaciones contigo y tu familia. Hable con mis padres y me dieron permiso para hacerlo. ¡Gracias a Dios! porque sino, me tendría que haber ido con ellos a una playa lejana que está siempre desierta. * En las vacaciones ^{al lago,} ^{ira} ^{salir a andar} podemos nadar, ~~en~~ en lora y lancha, y hasta practicar water ski! ¡Ja me lo imagino... ¡va ser lo mejor! Bueno, muchas gracias por la invitación amiguita! Nos ^{hemos} ~~veremos~~ en junio! ^{adios} Saludos a tu familia, ~~Adios~~ Coteita.

Un abrazo,

Andrea

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SPANISH LANGUAGE

SECTION II

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Total Time Section II—Approximately 1 hour and 25 minutes

PART A: WRITING

Total Time Part A—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.

Tu mejor amigo o amiga y su familia te invitan a pasar una semana de vacaciones con ellos. Escríbele un correo electrónico a tu amigo o amiga. En tu mensaje debes

- saludarle
- agradecerle la invitación
- sugerir posibles actividades durante la semana de vacaciones
- despedirte

Hola,

Gracias por su invitación, ir por una semana de vacaciones suena espectacular. Podemos ir al parque o a otros lugares. También podemos ir a su finca, allí está cerca de su casa. Tenemos muchas posibilidades por que están en una area que tiene muchísimo, hasta para mirar también. Nos vemos muy pronto, que tengas buendia. Espero que esta semana llege muy ~~prto~~ pronto.

Su amigo,

Luis

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SPANISH LANGUAGE

SECTION II

Total Time Section II—Approximately 1 hour and 25 minutes

PART A: WRITING

Total Time Part A—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.

Tu mejor amigo o amiga y su familia te invitan a pasar una semana de vacaciones con ellos. Escríbele un correo electrónico a tu amigo o amiga. En tu mensaje debes

- saludarle - *Greet*
- agradecerle la invitación - *accept the invitation*
- sugerir posibles actividades durante la semana de vacaciones - *suggest possible activities during the summer vacation*
- despedirte

Hola mi amigo,

yo soy contento yo recibo tu invitación por la vacaciones en la semana. Yo quiero voy mal! Por favor por la invitación. Yo gusto fútbol americano, y yo gusto jugar ~~baseball~~ ^{baseball} fútbol. Yo gusto bailo y como; pollo y papas las fritas. ¿Que comida y actividades a tu gusto? I gusto voy en la parque y visito la ~~mucho~~ ^{mucho} museo.

Por favor mi amigo,

Adios!

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AP[®] SPANISH LANGUAGE 2010 SCORING COMMENTARY

Interpersonal Writing

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

Overview

This question was intended to measure students' ability to compose an electronic message with proper register while responding appropriately to all four parts of the prompt. Students had 10 minutes to read the prompt and to write a response that was at least 60 words in length. The task asked them to imagine that they were writing to a friend thanking him or her for the invitation to spend a week of vacation with the friend and his or her family. Students were asked to do four things: to greet the friend, to thank the friend for the invitation, to offer some suggestions for possible activities during the week of vacation, and to say goodbye. The response was scored on effective task completion and topic development in one category and on language use in a second category.

Sample: 1A

Score: 5

This writing sample fully addresses all parts of the task, responding with a fine use of language to each bullet point (each part) of the prompt. The greeting and farewell are culturally appropriate and sound genuine, with enough richness and idiom to merit a score of 5. The student clearly controls the language very well. Both elementary and advanced structures are correct. The vocabulary is excellent, and the student uses idiomatic expressions correctly ("*Saludos a tu familia*," which is exactly what Spanish speakers actually say). There is an unself-conscious use of an English word ("water skii" [*sic*]) in the third line from the bottom, but this error is not repeated and does not seem to indicate a pattern. Written conventions are a weak point of the essay, with some misplaced or absent accent marks ("*Hable con mis padres*," "*esta siempre desierta*," "*adios*"). Register here is excellent, catching the tone of communication between friends perfectly ("*¡muchas gracias por la invitación amiguita!*").

Sample: 1B

Score: 3

This writing sample does succeed in dealing with all parts of the prompt, but it does so without much richness — the 3 score point is described in this category as "respond[ing] adequately," which this essay certainly does. The organization of the response follows the bullet points in the prompt very closely and is adequate. This response uses language adequately, but there is neither richness nor any vocabulary beyond the basic. Written conventions are acceptable, though errors occur. Accent marks are missing ("*invitacion*," "*tambien*," "*area*"), and some spelling errors ("*lege*" instead of *llegue*) seem to indicate interference from orality. Syntax is not problematic, however. Register is visibly problematic in this sample, which moves back and forth from "*tú*" to "*usted*" without any indication as to why ("*Gracias por su invitacion*"; "*que tengas buen dia*").

Sample: 1C

Score: 1

This writing sample does some of the things that it is meant to do, in the parts of it that are decipherable. Since the student is clearly confusing "*por favor*" with "*gracias*," the consequence for the message is irrelevancy ("*Por favor po la invitación*"; "*Por favor mi amigo, Adios!*"). There are errors in virtually all the structures of this message: *ser/estar*, *por/para*, dative verbs such as *gustar* ("*Yo gusto fútbol*"; "*yo gusto jugar*"), and interrogative words. The vocabulary is partly made up and partly incorrect. A Spanish speaker

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Interpersonal Writing (continued)

who did not know English would find whole sentences unintelligible, such as “*Yo quiero voy mal!*” (“I wanna go bad!”). Written conventions are poor, with accents inconsistent (“*fútbol*”; “*futbol*”; “*Adios*”). The spelling is just adequate.