

AP® SPANISH LANGUAGE (Form B) — 2011 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 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 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 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.		

IW-1A 1/2

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.

Imagina que acabas de leer un libro. Escribe un mensaje a un amigo o una amiga. En el mensaje debes

- saludar a tu amigo o amiga
- darle información sobre el libro
- expresar tu opinión acerca del libro
- recomendar leerlo o no leerlo
- despedirte

Hola Enrique,

Te escribe [redacted]. Es que yo te escribo porque acabo de leer un libro sobre Mars. Tú ya sabes que a mí me gustan los libros fantásticos, y este libro fue algo magnífico. Habla del futuro, y de las personas que van a migrar a Mars. Sabes que Mars es un planeta rojo, y también hay algunas ideas asociadas con su color. De todos modos, lo que capturó mi atención más de todo, fue el tipo de narración que el autor eligió. Él usa las palabras e idiomas que verdaderamente muestran la hermosidad de la lengua española. En corto, es un libro bello y ~~sea~~ lleno de ideas muy

GO ON TO THE NEXT PAGE.

Interpersonal Writing

interesantes y progresivas. Si lo lees, no vas a perder nada. Imagínate que estás en aquella época, y verdaderamente vas a sentirte como si verdaderamente participes en todo lo que el autor cuenta. Te lo prometo de antemano. Bueno, espero a tu respuesta pronto.

Tu amigo

GO ON TO THE NEXT PAGE.

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.

Imagina que acabas de leer un libro. Escribe un mensaje a un amigo o una amiga. En el mensaje debes

- saludar a tu amigo o amiga
- darle información sobre el libro
- expresar tu opinión acerca del libro
- recomendar leerlo o no leerlo
- despedirte

Querida Teresa,

¡Hola! ¿qué pasa? Creo que estés bien. Hace mucho tiempo que no hablamos. ¿cómo está tu familia? Le envío a tu familia mis saludos.


Te escribo hoy porque he terminado leer un libro ~~fas~~ fantástico y quiero informarte de esto porque sé que te encantan mucho los libros. El libro que acabo de leer se llama "Caído" y es escrito por mi autora favorita Laura Kate. Es un cuento del amor entre una chica humana y un hermoso ángel que ha caído del suelo. Creo que el libro es muy buen escrito - la autora usa palabras muy

GO ON TO THE NEXT PAGE.

Interpersonal Writing

descriptivas que hacen a parecer genuino el
cuento del amor imposible y prohibido.
Debes leerlo pronto - me alegraría mucho si
lo lees.

Quiero hablar contigo sobre este libro
cuando lo has leído - por favor, ~~me~~ llámame
por teléfono o ~~me~~ escríbeme un mensaje. Nos vemos
y un abrazo,



GO ON TO THE NEXT PAGE.

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.

Imagina que acabas de leer un libro. Escribe un mensaje a un amigo o una amiga. En el mensaje debes

- saludar a tu amigo o amiga
- darle información sobre el libro
- expresar tu opinión acerca del libro
- recomendar leerlo o no leerlo
- despedirte

¡Salud Amigo!

Yo leer un libro "La página no es gracioso".
 El ~~libro~~ libro es muy interesante por que Ricky
 Martin escribe el texto. Yo no me gusta el libro
 porque es muy aburrido y perezoso. Yo no
 recomiendo leerlo "La página no es gracioso".
 ¡Quiero que tengo un buen día amigo! Por favor,
 escribirás un mensaje también luego.

sinceramente,

GO ON TO THE NEXT PAGE.

AP[®] SPANISH LANGUAGE
2011 SCORING COMMENTARY (Form B)

Interpersonal Writing

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

Sample: IW-1A

Score: 5

This essay demonstrates excellence in interpersonal writing. The student fully addresses and completes the task with relevant and thorough treatment of all elements: “[E]ste libro fue algo magnífico ... y de las personas que van a migrar a Mars”; “es un planeta rojo, y también hay algunas ideas asociadas con su color”; “lo que capturó mi atención.” The response is well organized and cohesive, aided by transitional phrases such as “De todos modos.” The student uses rich and precise vocabulary, making the response easy to read. The essay displays an excellent command of object and relative pronouns: “Imagínate”; “Todo lo que”; “Te lo prometo de antemano.” The response is not without errors (“Mars”; “hermosidad”; “como si verdaderamente participes”), but they are occasional and there is no pattern. The response exhibits excellent command of conventions of the written language and overall surpasses the requirements of the task.

Sample: IW-1B

Score: 3

This response demonstrates competence in interpersonal writing. The student responds adequately to the prompt and addresses all elements of the task. There is a greeting and information about the book. The student expresses an opinion, makes a recommendation to read the book, and says good-bye. The response follows the tasks laid out in the prompt, and the message has adequate cohesiveness: “Te escribo hoy porque he terminado leer un libro fantástico y quiero informarte de esto porque sé que te encantan mucho los libros.” Errors occur in a variety of structures: “Creo que estés bien”; “buen escrito”; “me alegraría mucho si lo leas.” The student uses vocabulary appropriate to the task, but there are some inaccuracies: “mis saludas.” The register is generally appropriate, although there are inconsistencies in two command forms: “llamáme”; “escribáme.”

Sample: IW-1C

Score: 1

This sample demonstrates lack of competence in interpersonal writing. There is some understanding of the tasks listed in the prompt, but the numerous errors in language use interfere with comprehension of the message: “Yo leer un libro”; “Quiero que tengo un bueno día amigo”; “escribirás un mensaje tambien luego.” There are errors in structures (“Yo no me gusto”; “recomendo leerlo”), incorrect accent marks (“página,” “esríbe”), and confusion in register: “¡Salud Amigo!”; “Sinceramente.”