

AP® SPANISH LANGUAGE — 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.		

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 vas a participar en un programa de estudios en Quito, Ecuador. Escribe una tarjeta postal a la familia con quien vas a vivir. En el mensaje debes

- saludar a la familia
- explicar por qué quieres estudiar en el extranjero
- averiguar acerca de las características de la ciudad
- expresar tus sentimientos sobre el viaje de estudios
- despedirte

Hola Carmen y Rodrigo,

Me llamo [redacted] y soy de los Estados Unidos. Voy a vivir con vosotros durante el verano para estudiar en la universidad de Quito. Quiero ir a Ecuador para que mi español mejore y para que yo pueda entender mejor la cultura ~~latina~~ hispana. Yo he estudiado en el extranjero antes y me gustaría mejorar mi español aunque he practicado mucho. ¿Cómo es Quito? Mi amiga, quien es de Quito, me ha dicho que Quito es una ciudad muy bonita y que hay montañas muy cerca a la ciudad. También, me ha dicho que hay muchas actividades culturales durante el fin de semana. ¿Qué me podéis decir de vuestra ciudad? Me muero de ganas de viajar a Ecuador. Yo fui a

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Interpersonal Writing

España, pero nunca he ido a Ecuador y espero que sea ~~un~~ un viaje que ~~no~~ recordaré para siempre. Tengo ganas de ir, pero al mismo tiempo temo que las clases en la universidad sean muy difíciles porque voy a estudiar con ~~otros~~ estudiantes que hablan mejor que yo. Nos vemos dentro de una semana!
~~¡Chau!~~ ¡Chau!

Un Saludo,



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SPANISH LANGUAGE

SECTION II

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PART A: WRITING

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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 vas a participar en un programa de estudios en Quito, Ecuador. Escribe una tarjeta postal a la familia con quien vas a vivir. En el mensaje debes

- saludar a la familia
- explicar por qué quieres estudiar en el extranjero
- averiguar acerca de las características de la ciudad
- expresar tus sentimientos sobre el viaje de estudios
- despedirte

3 de mayo del 2011

Estimada nueva familia:

Estoy tan emocionada para ir a Quito y vivir con su familia durante que estudio. Yo quiero estudiar en el extranjero para tener mas experiencia y para abrir mis ojos a otras culturas. Siempre he vivido en Miami y es tiempo que veo algo nuevo. ¿Como es Quito? ¿Hay cosas interesantes de hacer? Espero aprender mucho sobre su cultura y su sociedad. Llego el próximo martes y no puedo esperar hasta que embarcó en este viaje de →

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Interpersonal Writing

estudios en su país.

Sinceramente,

[Redacted signature]

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1C 10/2

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 vas a participar en un programa de estudios en Quito, Ecuador. Escribe una tarjeta postal a la familia con quien vas a vivir. En el mensaje debes

- saludar a la familia
- explicar por qué quieres estudiar en el extranjero
- averiguar acerca de las características de la ciudad
- expresar tus sentimientos sobre el viaje de estudios
- despedirte

3 de mayo del 2011

Estimada Familia Gutiérrez:

¡Hola! Espero que ustedes estén bien. Te estoy escribiendo porque quisiera saber si era posible que yo pudiera ser estudiant estudiante extranjera en su casa en Ecuador. Me gustaría estudiar en Ecuador porque mis abuelos origen de allí. Además la cultura de Ecuador me interesa muchísimo. Si ~~verder~~ si ustedes le gusta esta idea de tener una yo como estudiante extranjera en su casa quisiera enterarme en todas las características de la ciudad. ¿Su casa es en un lugar céntrico? Estoy muy ~~entusias~~ entusiasmada por este viaje. No puedo esperar

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poder aprender nuevas cosas. Dejame saber si interesa ayudarme en quedar en su casato mas rápido posible que puedas.

Sinceramente,

[Redacted Signature]

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Interpersonal Writing

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

Overview

This question was intended to measure students' ability to compose a message with proper register while responding appropriately to all five parts of the prompt. Students had 10 minutes to read the prompt and write a response that was at least 60 words in length. The task was to imagine they were writing a postcard to a family with whom they were going to spend time while participating in a homestay and study visit in Quito, Ecuador. In the message students needed to greet the family, explain why they wanted to study abroad, inquire about Quito, express their feelings about the study program and trip, and say good-bye. Responses were scored on effective task completion and topic development in one category and language use in the second category.

Sample: 1A

Score: 5

This essay demonstrates excellence in interpersonal writing. It fully addresses and completes the task with a relevant and thorough treatment of all elements. The response is very well organized and cohesive, with appropriate social and cultural references: "*Mi amiga, quien es de Quito, me ha dicho que Quito es una ciudad muy bonita y que hay montañas muy cerca a la ciudad.*" The student uses a rich and precise idiomatic vocabulary and shows easy control of a variety of sophisticated structures: "*Yo he estudiado en el extranjero antes y me gustaría mejorar mi español aunque he practicado mucho*"; "*Tengo ganas de ir, pero al mismo tiempo temo que las clases en la universidad sean muy difíciles porque voy a estudiar con estudiantes que hablan mejor que yo.*" The essay is not devoid of errors ("*muy cerca a la ciudad*" instead of "*muy cerca de la ciudad*"; "*dificiles*"), but they are occasional and there is no pattern. The register is highly appropriate (use of "*vosotros*"), and the response exhibits excellent command of the conventions of the written language.

Sample: 1B

Score: 3

This essay demonstrates competence in interpersonal writing. It completes the task, including a greeting, an explanation of why the student wants to study abroad, and two questions about Quito. The student expresses his/her feelings about the experience and says good-bye. The vocabulary is appropriate for the task, although there is some interference from English ("*para abrir mis ojos a otras culturas*"; "*es tiempo que veo algo nuevo*"; "*no puedo esperar*"). There are errors in conventions of the written language, mainly orthography, but in general the language demonstrates writing competence. There is no breadth of vocabulary or demonstration of control of a variety of structures and idioms, but register is appropriate ("*su familia*"; "*su cultura*"; "*su sociedad*"; "*su país*").

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Interpersonal Writing (continued)

Sample: 1C

Score: 2

This essay suggests lack of competence in interpersonal writing. In asking for permission to stay with the family with whom the student has been placed, the response is inappropriate. Frequent grammatical errors occur, even in elementary structures ("*le gusta esta idea de tener yo como estudiante*"), and the vocabulary is limited, with interference from English: "*estudiante extranjera*"; "*No puedo esperar.*" Register is inappropriate: "*Te estoy escribiendo porque quisiera saber su era posible que yo pudiera ser estudiante extranjera en su casa en Ecuador*"; "*Dejame saber si interesa ayudarme en quedar en su casa lo mas rápido que puedas.*"