

AP® SPANISH LANGUAGE — 2012 INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION/TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A writing sample that demonstrates excellence 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 are 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 demonstrates command 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 are 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 demonstrates competence 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 are 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 suggests lack of competence 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 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 demonstrates lack of competence 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 are 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, does not provide evidence of sufficient language to merit a score of 1, is completely irrelevant to the topic, or is written in a language other than Spanish.		
—	A writing sample that receives this score is blank.		

SPANISH LANGUAGE

SECTION II

Total Time Section II—Approximately 1 hour and 35 minutes

PART A: WRITING

Total Time Part A—Approximately 1 hour and 5 minutes

Part A-1: Interpersonal Writing

Time—10 minutes

1A

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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 tu hermano/a mayor se va a graduar de la universidad en unas semanas. Escríbele un correo electrónico a tu mejor amigo/a para contarle la noticia sobre la graduación de tu hermano/a. En tu mensaje debes

- saludarle
- contarle del evento y darle más información
- explicarle la importancia del evento para tu familia
- preguntarle si te puede acompañar a la ceremonia
- despedirte

Querido amigo,

¿Como estas? Te escribo esta carta para que sepas que mi hermano mayor al final se va a graduar. Menos mal porque ya me tenía loco. Como ya sabes, mi hermano mayor es la primera persona que se gradúa de una universidad de los Estados Unidos. Esto es algo muy, pero muy importante para mi familia y ayer estaba hablando con mi mamá en el carro y me dijo que te invite. Le dije que sería una buena idea. Quiero que vayas a la ceremonia con mi familia para felicitarlo. Si quieres yo te pregunto a tu mamá por si acaso. Espero que puedas ir y acuerdate de no hacer planes ese día yo sé que siempre estas ocupada. Cuidate y mandale saludos de parte mía y

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GO ON TO THE NEXT PAGE.

Interpersonal Writing

1A
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de mi mamá.

Sinceramente,

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SPANISH LANGUAGE

SECTION II

Total Time Section II—Approximately 1 hour and 35 minutes

PART A: WRITING

Total Time Part A—Approximately 1 hour and 5 minutes

Part A-1: Interpersonal Writing

Time—10 minutes

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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 tu hermano/a mayor se va a graduar de la universidad en unas semanas. Escríbele un correo electrónico a tu mejor amigo/a para contarle la noticia sobre la graduación de tu hermano/a. En tu mensaje debes

- saludarle
- contarle del evento y darle más información
- explicarle la importancia del evento para tu familia
- preguntarle si te puede acompañar a la ceremonia
- despedirte

¡Hola amigo pablo! ¿cómo has estado? Solo te ~~me~~ escribo este correo para contarte que mi hermano mayor se va a graduar de la universidad. ~~se~~ Toda mi familia está muy contenta porque es el primer miembro de nuestra familia que se gradúa. Y te quería preguntar que ¿si podrías acompañarnos a la ceremonia de graduation? Bueno espero tu respuesta amigo. Me despido y espero que si puedas acompañarnos.

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SPANISH LANGUAGE

SECTION II

Total Time Section II—Approximately 1 hour and 35 minutes

PART A: WRITING

Total Time Part A—Approximately 1 hour and 5 minutes

Part A-1: Interpersonal Writing

Time—10 minutes

1C

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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 tu hermano/a mayor se va a graduar de la universidad en unas semanas. Escríbele un correo electrónico a tu mejor amigo/a para contarle la noticia sobre la graduación de tu hermano/a. En tu mensaje debes

- saludarle
- contarle del evento y darle más información
- explicarle la importancia del evento para tu familia
- preguntarle si te puede acompañar a la ceremonia
- despedirte

¡Hola Katie!

Mi hermano Keith graduación es febrero cinco. Mi hermano gradua de la universidad. Mi familia es estatico y feliz. Yo estoy muy contento porque él trabaja mucho por aquel. Mi familia es celebran él graduación en mi casa a noche de febrero cinco. ¿Tú puedes ir al graduación con mi familia y yo? ~~Me encantaría~~ Me encanta tú fues con mi familia. El es muy abburido sólo pero muy feliz con mi favorita amiga. Me familia encanta tú.
Adiós,

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Part A-1: Interpersonal Writing

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

Overview

This question was intended to measure students' ability to compose an electronic 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 asked them to imagine that they were inviting their best friend to their brother's or sister's college graduation. Students were asked to do five things in the message: greet the friend, give details about the graduation, explain the importance of this graduation for the family, invite the friend to the graduation, and say goodbye. The response was scored on effective task completion and topic development in one category, and language use in a second category.

Sample: 1A

Score: 5

This response fully addresses all parts of the task with relevant, thorough treatment of almost all elements of the topic. The response demonstrates control of a variety of structures and idioms and uses idiomatic expressions in a natural way: "*Menos mal porque ya me tenía loco*"; "*Esto es algo muy, pero muy importante para mi familia*"; "*por si acaso*." The response includes details for why the event is important, using an introductory phrase: "*Como ya sabes, mi hermano mayor es la primera persona que se gradúa de una universidad de los Estados Unidos*." The student presents a reason for the friend to attend the ceremony: "*Quiero que vayas a la ceremonia con mi familia para felicitarlo*." The tone of the essay is familiar, and the sentences flow with ease: "*Si quieres yo le pregunto a tu mamá por si acaso*"; "*Espero que puedas ir y acuerdate de no hacer planes ese día yo sé que siempre estas ocupado*." There are occasional errors in the use of conventions of the written language: "*¿Como estas?*"; "*acuerdate*"; "*cuidate y mandale*." There are also errors in punctuation, but overall the response demonstrates excellence in interpersonal writing. The register is highly appropriate for an e-mail written to a friend.

Sample: 1B

Score: 3

This response demonstrates competence in interpersonal writing, addressing and completing the task. It includes a greeting, an explanation giving the reason for the message, details as to why the event is important to the family, a question asking the reader to come to the event, and a farewell. The vocabulary is appropriate for the task, although there is some interference from English ("*graduation*"). There is no demonstration of control of a variety of structures or idioms used correctly: "*Toda mi familia esta muy contenta porque es el primer miembro de nuestra familia que se gradua*." There are errors in conventions of the written language, mainly orthography and punctuation, but in general the language demonstrates writing competence: "*¿como as estado?*"; "*toda mi familia esta muy contenta*"; "*te queria preguntar que ¿si podrias acompañarnos a la ceremonia de graduation?*"; "*Me despido y espero y si puedes acompañarnos*." The register is appropriate for the situation expressed in the message.

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2012 SCORING COMMENTARY**

Part A-1: Interpersonal Writing (continued)

Sample: 1C

Score: 1

This response demonstrates lack of competence in interpersonal writing. The student does not complete the task of addressing the prompts in a coherent manner, and the lack of control of Spanish structure and vocabulary makes parts of the essay difficult to comprehend without knowledge of English. There are numerous grammatical errors that impede communication: “*Me encanta tú fue con mi familia*”; “*¿Tú puedes ir al graduación con mi familia y yo?*”; “*El es muy abburido sólo pero muy feliz con mi favorita amiga*”; “*Mi familia encanta tú.*” There is repeated interference from English: “*Mi hermano Keith graduación es Febrero cinco*”; “*Mi familia es estatico y feliz*”; “*Mi familia es celebran él graduación en mi casa a noche de Febrero cinco.*” The pervasive errors make comprehension difficult, though register is appropriate.