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# AP Spanish Language and Culture

## Sample Student Responses and Scoring Commentary

### Inside:

- ✓ Task 1 — E-mail Reply
- ✓ Scoring Guideline
- ✓ Student Samples
- ✓ Scoring Commentary

# AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE

## 2017 SCORING GUIDELINES

### Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

#### Interpersonal Writing: E-mail Reply (Task 1)

##### **5: STRONG performance in Interpersonal Writing**

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

##### **4: GOOD performance in Interpersonal Writing**

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) with some elaboration
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound, and a few complex sentences

##### **3: FAIR performance in Interpersonal Writing**

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
- Simple and a few compound sentences

##### **2: WEAK performance in Interpersonal Writing**

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

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## Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

### **1: POOR performance in Interpersonal Writing**

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

### **0: UNACCEPTABLE performance in Interpersonal Writing**

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- “I don’t know,” “I don’t understand,” or equivalent in any language
- Not in the language of the exam

- (hyphen): **BLANK (no response)**

1. Estimada ~~señora~~ Carla Rojas,  
2. En primer lugar, gracias por contactarme,  
3. Sin duda estoy muy interesada <sup>en</sup> ~~con~~ las clases en  
4. línea. He escuchado ~~muchas~~ cosas buenas ~~de~~ sobre  
5. la Universidad de Guanacaste. Para empezar  
6. es importante que sepa las razones de  
7. mi interés. Primero sé que esta escuela  
8. es muy buena, pero no puedo viajar  
9. a la universidad. Por lo tanto, estas clases  
10. en línea son perfectas para mí. El horario  
11. es una ventaja porque puedo hacer el  
12. trabajo cuando es más conveniente. Tengo  
13. algunas preocupaciones, ¿cuántos exámenes estarán?  
14. También, ¿hay ~~una~~ restricciones en la  
15. cantidad de clases? Me gustaría tomar  
16. por lo menos cinco clases porque  
17. tengo mucho tiempo libre. En respecto a  
18. la otra pregunta, pienso que tendría problemas  
19. con las tareas porque hay menos restricciones.  
20. Sin embargo, a mi parecer yo seré un  
21. estudiante bueno en su universidad. Otra vez,  
22. gracias por su tiempo y espero ~~que~~ para  
23. su respuesta.

24. Cordialmente,  
25.

Do Not Write Beyond This Border

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1. Estimada Señora Rojas,

2. Muchas gracias por su correo. Tengo mucho interés en esas clases  
3. en línea, pero también yo aprendo que usted tenga solamente  
4. espacio limitado. Espero que ~~yo~~ yo se considerara, para  
5. su programa..

6. Hay muchas razones <sup>porque</sup> ~~yo~~ yo quiero estar considerado por  
7. educación a distancia. Tengo un trabajo en casa, y es importante  
8. para mi familia y yo que yo trabaje. Las clases en línea son  
perfectas para mí porque yo puedo continuar a trabajar y,  
también, estudiar en el mismo tiempo. Es difícil salir mi  
1. familia para estudiar porque ellas ~~me~~ me necesitan.

2. Yo sé que hay dificultades en clases en línea, también. Yo  
3. estudio mejor en grupos, y en las clases en línea, no hay un  
4. espacio donde los estudiantes son con otros. Si yo aceptaré,  
5. utilizaré mensajes y redes sociales como Facebook para  
6. decir con otros estudiantes.

7. Tengo unas preguntas para usted sobre el programa. ¿Cuántos  
18. clases se ofrecen en línea del universidad de Guaranaste?

19. ¿Hay muchas opciones? Gracias por su atención.

20. Atentamente,

21. \_\_\_\_\_

22. \_\_\_\_\_

23. \_\_\_\_\_

24. \_\_\_\_\_

25. \_\_\_\_\_

Do Not Write Beyond This Border

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Estimado Sr. Carla Rojas,

Me gustaria decir que me atraxido la interesamente a apoyar que mvestro una clase a distancia por la razon que yo tengo limites de mis pies y acabo de salir del hospital, con un poco tiempo para aumentar mi situacion.

En el pasado yo a contrabuyado en clases a distancia por un buen tiempo y le pido que eston firmo en lo que eston representando en la clase a los alumnos.

Le pido que me respondieras con preguntas y se fue suficientemente la informacion para este trabajo.

Antentamente

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## Task 1: E-mail Reply

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

### Overview

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. The response received a single, holistic score based on how well it accomplished the assigned task. Students needed to be able, first, to comprehend the e-mail, and then to write a reply using a formal form of address. The reply must address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The course theme for the e-mail reply was Contemporary Life. The students were asked to write a reply in response to an e-mail message from the admissions office of Universidad de Guanacaste that was selecting students with a specific profile for the online courses offered. The original e-mail asked two questions:

1. Why is the student considering distance learning or distance education?
2. What are the difficulties that the student might encounter when taking an online course?

The students were also asked to include a greeting and a closing in their e-mail responses.

### Sample: 1A

#### Score: 5

The student shows strong performance in Interpersonal Writing. The student maintains the exchange with a response that is clearly appropriate within the context of the task: lines 3–4 “*Sin duda estoy muy interesada en las clases en línea.*” In an organized e-mail reply, with a clear greeting and closing, the student answers the questions of the prompt while posing his/her own questions: lines 8–9 “no puedo viajar a la Universidad”; lines 10–11 “El horario es una ventaja”; lines 18–19 “*pienso que tendría problemas con las tareas*”; lines 12–17 “*Tengo algunas preocupaciones . . . tiempo libre.*” In addition, the student includes a conclusion: lines 20–21 “*Sin embargo, a mi parecer yo seré un estudiante bueno en su Universidad.*” Throughout the exchange, the student proves his/her ability to elaborate, uses a very rich vocabulary: lines 10–12 “*El horario es una ventaja porque puedo hacer el trabajo cuando es más conveniente*” and shows ease of expression: lines 17–19 “*En respecto a la otra pregunta, pienso que tendría problemas con las tareas porque hay menos restricciones.*” The student’s register is consistent throughout the exchange: line 22 “*gracias por su tiempo*”; line 24 “*Cordialmente,*” and there is accuracy in grammar and syntax, with few errors: line 13 “*¿Cuántos exámenes estarán?*” as well as a variety of simple, compound, and complex sentences: lines 7–9 “*Primero . . . universidad.*”

### Sample: 1B

#### Score: 3

The student maintains the exchange with a response that is somewhat appropriate but basic: lines 6–7 “*Hay muchas razones porqué yo quiero estar considerado por educación a distancia*” and provides most required information: lines 9–10 “*yo puedo continuar a trabajar y, también, estudiar en el mismo tiempo.*” The student’s response shows appropriate but basic vocabulary, and there are mistakes throughout the task: line 12 “*Yo sabo.*” The response shows some deficiencies in linguistic and grammatical usage: line 3 “*yo aprendo que usted tenga*”; line 4 “*yo se considerara*”; line 10–11 “*Es difícil salir mi familia*”;

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2017 SCORING COMMENTARY**

**Task 1: E-mail Reply (continued)**

line 12 “*yo sabo*”; line 15–16 “*para decir con otros.*” The student is able to produce the necessary register for the task: line 19 “*Gracias por su atención.*”

**Sample: 1C**

**Score: 1**

The response shows an unsuccessful attempt to complete the task: lines 3–4 “*Me gustaria decir que me atractado la intersamente a apoyar que nuestro una clase a distancia.*” The student’s answer to the first question requires some interpretation: lines 4–5 “*yo tengo limites de mis pies y acabo de salir del hospital.*” The content of the student’s entire second paragraph is unclear in its entirety: lines 7–9 “*En el pasado yo a contrabuyado en clases a distancia . . . le pido que estoy firme en lo que estoy representando*” and does not answer the second question. Finally, the student does not ask for further information: line 10 “*Le pido que me respondieras con preguntas.*” The response shows no control of grammar, syntax, and usage: lines 10–11 “*se fue suficientemente.*” The student shows incorrect register use: line 1 “*Estimado*”; line 10 “*me respondieras.*”