

# AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

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

### Interpersonal Writing: E-mail Reply

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

Do Not Write Beyond This Border

Do Not Write Beyond This Border

1 Estimada señora Rodríguez,

2

3 Es bueno que me escriba porque tengo mucho interes

4 en los asuntos ambientales y quiero ofrecer mi servicio para

5 mejorar el medioambiente.

6

7 Primero, me interesan los asuntos ambientales porque tomé

8 muchas clases de biología y trabajé con un organización

9 de animales este verano pasado. Yo sé mucho información

10 sobre los diferentes tipos de animales que incluyen tigres,

11 pescados, y perros. También, escribí un proyecto de los

12 coques para mi clase de ciencia. ¿Quiere ver mi trabajo?

13

14 No tengo mucha experiencia con ranas nativas en otros países

15 pero hice muchos proyectos en mi comunidad para observar

16 diferentes animales, estudiar los datos, y aprender sobre la historia

17 y ecosistema de los animales. Un proyecto se sea "Birds of

18 San Jose". Yo trabajé con el director, John Baker y ayudo

19 la introducción de nuevas animales en mi comunidad. ¿Si

20 es posible, gustaría una recomendación de John?

21

22 Estoy muy emocionado de trabajar con su organización. Voy

23 a aprender mucho y ayudar los animales nativos y nuevos de

24 las regiones. ¡Gracias por su tiempo!

25 Sinceramente,

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Estimada Sra. María José Rodríguez de Cerna,

Gracias por me responda a mi pregunta sobre el proyecto, «Coqui en Hawái». Pienso que es un proyecto muy importante para todos las especies en Hawái.

A contestar sus preguntas, me interesan ~~los~~ <sup>estos</sup> asuntos ambientales mucho porque me gustaría animales y quiero ayudarlos como me puede. Creo que todos ~~de~~ <sup>necesitemos</sup> compartir el mundo y ~~trabajar con otros~~ <sup>trabajar con otros</sup> a ayudar con los ~~problemas~~ <sup>problemas</sup> ambientales. ~~Me~~ Tengo experiencia en hacer servicio por el medio ambiente y tomé un clase de la ciencia del medio ambiente en escuela. He estudiado mucho sobre el efecto de los especies en el medio ambiente.

Estoy interesado en el proyecto «Coqui en Hawái», pero está muy lejos para ~~mi~~ <sup>mi</sup>. ¿Podría darme más información sobre proyectos más cerca de mi? Vivo en San Jose, California.

Atentamente,

Do Not Write Beyond This Border

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Do Not Write Beyond This Border

María José Rodríguez:

Gracias por su respuesta. Yo ~~estoy~~  
~~estoy~~ deseo participar en  
tu grupo porque su grupo es muy bueno.  
No tengo experiencias previas le ayudarían  
con este proyecto.

Atentamente,

Do Not Write Beyond This Border

1 of 1

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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 email must include a greeting and a closing. 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.

### Sample: 1A

#### Score: 5

The e-mail maintains the exchange with a response that is clearly appropriate within the context of the task. The treatment of the topic is well done and effective. The response provides required information (responses to questions, request for details) with frequent elaboration. The e-mail answers all of the questions and the student addresses their interests in the second paragraph ("*Primero me interesan los asuntos ambientales ... para mi clase de ciencia*") and their experience ("*No tengo mucha experiencia... en mi comunidad*"). The e-mail includes questions ("*¿Quiere ver mi trabajo?*"; "*¿Si es posible, gustaría una recomendación de John?*"). There is elaboration throughout, which is directly relevant to the task. The response is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility. The response uses varied and appropriate vocabulary and idiomatic language. The response contains accuracy and variety in grammar, syntax, and usage, with few errors. The e-mail uses the subjunctive well, and has only basic errors, such as adjective agreement ("*Yo sé mucho información*"). While the response makes some mistakes in basic verb conjugations, it also shows good use of compound verbs. Errors do not interfere with the reader's ability to understand the e-mail. The response contains mostly consistent use of register appropriate for the situation; control of cultural conventions are appropriate for formal correspondence, such as the greeting and closing ("*Estimada señora Rodríguez*"; "*Sinceramente*") despite occasional errors. The response uses a variety of simple and compound sentences and some complex sentences.

### Sample: 1B

#### Score: 3

This e-mail maintains the exchange with a response that is somewhat appropriate but basic within the context of the task. The response provides required information, such as responses to questions and request for details. The student addresses their interests ("*A contestar sus preguntas, me interesan estos asuntos ambientales... ayudar con los problemas ambientales*"), their experiences ("*Tengo experiencia en hacer servicio ... el efecto de las especies en el medio ambiente*"), and asks for more information ("*¿Podría darme más información sobre proyectos más cerca de mi?*"). The response is generally understandable, with errors that may impede comprehensibility. The response contains few errors ("*me gustaría animales y quiero ayudarlos como me puede*"; "*Gracias por me responda a mi pregunta*"). The e-mail contains appropriate but basic vocabulary and idiomatic language. Basic vocabulary is used repetitively ("*medio ambiente*"). There is some control of grammar, syntax, and usage ("*podría darme más información ...*"), but there are also simple mistakes ("*he estudiado*"). The use of register may be inappropriate for the situation with several shifts and partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness. The e-mail's register is appropriate, as the formal address of "*usted*" is used throughout the e-mail reply. There are some simple and a few compound sentences used.

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

**Sample: 1C**

**Score: 1**

This e-mail unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task. The response provides little required information, such as responses to questions and requests for details. The e-mail attempts to respond to the bulleted question about prior experiences, but appears only to take vocabulary from the original e-mail message without actually understanding the e-mail. The response is barely understandable, with errors that impede communication; very few vocabulary resources are used. The response contains very limited vocabulary ("*grupo*"; "*experiencias previas*" ; "*proyectos*"; "*gracias*", and "*atentamente*"). There is little or no control of grammar, syntax, and usage. The e-mail shows little control, such as in line 3 ("*gracias por su responde*"). There is minimal or no attention to register ("*tu grupo*" is corrected to "*su grupo*"); the response includes significantly inaccurate or no conventions for formal correspondence, such as greeting and closing. The response contains very simple sentences or fragments.