

Chief Reader Report on Student Responses: 2019 AP[®] Spanish Language and Culture Free-Response Questions

• Number of Readers	1465			
Total Group				
• Number of Students Scored	187,133			
• Score Distribution	Exam Score	N	%At	
	5	47,067	25.2	
	4	64,020	34.2	
	3	54,931	29.4	
	2	17,744	9.5	
	1	3,371	1.8	
• Global Mean	3.71			
Standard Group*				
• Number of Students Scored	59,243			
• Score Distribution	Exam Score	N	%At	
	5	9,021	15.2	
	4	18,506	31.2	
	3	21,262	35.9	
	2	8,674	14.6	
	1	1,780	3.0	
• Global Mean	3.41			

The following comments on the 2019 free-response questions for AP[®] Spanish Language and Culture were written by the Chief Reader, Scott M. Alvord, Associate Professor of Hispanic Linguistics at Brigham Young University. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Question #1**Task:** Interpersonal Writing: Email Reply**Topic:** Reply to an e-mail regarding Ecotourism**Max. Points:** 5**Total Group Mean Score:** 3.32
Standard Group Mean Score: 3.33***What were the responses to this question expected to demonstrate?***

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 response is expected to address all the questions raised in the prompt by stating and supporting opinions and using varied and appropriate vocabulary. The response should also elicit information by formulating appropriate questions regarding details of the prompt.

The course theme for the e-mail reply was “Global Challenges.” The students were asked to write an e-mail reply in response to an e-mail message from María del Carmen Sánchez, the director of *Ecoviajes Colombia* that specializes in ecotourism. The original e-mail asks two questions:

1. What aspects of ecotourism are you most interested in and why?
2. What time of the year do you prefer to travel and why?

In the directions for this task, the students are also asked to include a greeting and a closing and elicit more information.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Most students were able to complete the task, answer the two questions, and request more information. The high scoring students made it clear that they understood what ecotourism is. Successful students’ responses demonstrated a clear exchange of information using a formal register. Responses also showed evidence of eliciting information needed for María del Carmen to finish the itinerary using a variety of vocabulary not present in the prompt. In their responses, students also had questions regarding cost, accommodations, dates, and comfort.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

The most common mistake was that students misunderstood elements of the prompt referring to the word “*ecoturismo*” even though a definition/explanation of the word was provided in the body of the e-mail. Samples also showed that the word “*época*” was interpreted as “a period of time related to time travel” and not “time of year.” Those who misunderstood these vocabulary words were not successful in meeting the other requirements of the task, such as answering the questions and requesting more information. The use of register was also not as consistent for responses in the mid-low range. Most responses in the mid-low range were missing the request for additional information, as is required in the general directions of the task, the lower-scoring students wrote more generally about travel. Though “ecotourism” is defined in the prompt, unsuccessful responses did not understand or use it.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> • Responses demonstrated a misunderstanding of the prompt addressing general travel instead of ecotourism. 	<ul style="list-style-type: none"> • Responses demonstrated understanding of the prompt giving concrete examples of ecotourism.
<ul style="list-style-type: none"> • Some essays demonstrated a misunderstanding of certain lexical items, such as “<i>Época</i>” or “<i>ecoturismo</i>,” leading to less appropriate responses. Or some misunderstood that the email was about Colombia and wrote about Europe. 	<ul style="list-style-type: none"> • Responses demonstrated an understanding of these lexical items as well as more advanced concepts, such as “community tourism” and “pedagogical visits” to link these concepts to ecotourism and gave concrete examples such as learning about the environment.
<ul style="list-style-type: none"> • Responses included an inconsistent use of register using <i>tú / usted</i> or <i>hola, hasta luego, oye</i>, and direct commands in the <i>tú</i> form (e.g., send me more information “<i>mándame más información</i>”). 	<ul style="list-style-type: none"> • Responses included consistent and appropriate register, including more formal language in greetings/closings.

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should train their students to read the instructions and the task (topic of the e-mail) carefully in order to understand what they ultimately have to do, i.e., write a response to the e-mail, including a formal greeting, answers to the questions posed in the e-mail, a request for information, and a formal closing. Teachers should suggest to the students to check-off each element of the task listed in the directions as they complete the task to ensure that they have addressed all the task's requirements, as they relate to the topic of the formal e-mail reply.
- Teachers should remind/teach students the use of formal register and provide numerous opportunities for students to use the formal register in spoken and written interpersonal communication. Students need to be reminded that the formal register is much more than simply using *tú* or *usted*. Students should be provided with samples of authentic e-mails to point out aspects of the formal greetings, use of register, and requests for information before asking students to write their first AP e-mail reply.
- Teachers should encourage students to elaborate in the body of the e-mail. This could be done early in the year by having the whole class engage in the development of an e-mail reply where the teacher keeps requesting more details and more elaboration without providing a set template for the students to follow. In this way, students will come to understand the expectations for this task.
- Teachers should encourage students to build in additional time to proofread their e-mail replies to correct grammatical and syntactical errors and to check spelling, accents, and punctuation. When practicing e-mail replies in class, students could engage in peer-editing.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019–2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful e-mail replies. The e-mail reply task model is presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf?course=ap-spanish-language-and-culture>.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access e-mail replies from previous exams.
- Teachers will also be able to access a new practice exam and the 2019 released exam in the AP Question Bank, both of which provide practice in the e-mail reply and can be scored using the provided scoring guidelines.
- Teachers should view the AP World Language and Culture Online Module on interpersonal writing, *Interpersonal Communication: Developing Writing Abilities* by Nyan-Ping Bi, to learn some strategies that focus on developing students' interpersonal writing skills. Teachers can access this online module here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>.
- Teachers should download the scoring guidelines for this task available on the AP Spanish Language and Culture Exam page, and use them to review expectations for student performance: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam>.
- Teachers should choose a sample e-mail reply prompt from the posted free-response questions (from 2014–2019) and access the corresponding student sample responses of high-, mid-, and low-performances to share with students, so they can examine student work vis-à-vis the scoring guidelines. This will inform them further of expectations for performance on this task, as well as the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam?course=ap-spanish-language-and-culture>.
- Teachers should assign e-mail reply prompts from previous years under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.

Question #2**Task:** Presentational Writing:
Persuasive Essay**Topic:** What is the best option for students, homeschool or a conventional school?**Max. Points:** 5**Total Group Mean Score:** 3.40**Standard Group Mean Score:** 3:42***What were the responses to this question expected to demonstrate?***

This task assessed writing in the presentational communicative mode by having the student write a persuasive essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened twice to the one audio source. Afterward, they had 40 minutes to write the essay. 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 three sources and then to present their different viewpoints. They also had to present their own viewpoint and defend it thoroughly, using information from all of the sources to support the essay. As they referred to the sources, they had to identify them appropriately. Furthermore, the essay had to be organized into clear paragraphs.

The course theme for the persuasive essay task was “Contemporary life” and the prompt was “What is the best option for children: attending a conventional school or homeschooling?”

Source 1: article entitled “*La educación en casa Aprendiendo Naturalmente por Katheleen McCurdy*” published in OFE website Chile discussed the varying viewpoints on homeschooling and a traditional classroom education. The article leans more in favor of homeschooling, though there are arguments presented for a traditional education as well.

Source 2: chart “*Los motivos de la educación en familia*” published on June 11, 2013, in Spain by Madalen Goiria in the blog madalen.wordpress.com show percentages representing reasons for homeschooling.

Source 3: recording published in Spain by *Radio Televisión Española* in the program *Esto me suena* on February 17, 2015, about homeschooling and conventional schooling, with clear preference for conventional schooling.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Overall, students were able to successfully complete the task of answering the question with a personal opinion and defending that opinion by utilizing the sources provided. Because of the familiarity that the students have with the topic, they were able to express their opinion and defend it. Source 2 was especially accessible to students supporting either option.

Some responses indicated that both options were acceptable even though students were asked to clearly indicate their viewpoint on what is the best option: conventional schooling or homeschooling.

Students in the high range utilized source 3 more fully to support the opposing point of view. While source 2 was used mostly to provide examples or additional information. Source 3, the audio report, supported the attendance at a traditional school. Some student responses were not as successful in using the information from this source even though the use of the English word “homeschooling” helped with the comprehension of this source. Some responses indicated that both options were acceptable even though students were asked to clearly indicate their viewpoint on *what is the best option for children: attending conventional school or being homeschooled.*

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Most gaps in knowledge seen in student responses were related to not comprehending the sources' viewpoints or not integrating all three into the persuasive essay though source 1, the written report, was often cited to support both viewpoints.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none">• Responses demonstrated a lack of comprehension of the sources' viewpoints especially source 2 and 3.	<ul style="list-style-type: none">• Responses showed comprehension of the sources especially those who used source 2 by elaborating on it with appropriate examples.
<ul style="list-style-type: none">• Responses demonstrated students' personal viewpoints without using information from the sources.	<ul style="list-style-type: none">• Students included information from all three sources to support their essay mentioning different content areas and socialization, not just personal relationships.
<ul style="list-style-type: none">• Responses didn't include supporting information from all three sources especially source 3. Responses did not cite or reference the sources appropriately.	<ul style="list-style-type: none">• Responses included information from all sources and cited them appropriately.

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should be sure that students clearly understand the task of writing a persuasive essay in Spanish in which they respond to a prompt and provide their own views, supporting them by integrating information from the three sources, while citing the sources appropriately.
- Teachers should practice reading the prompt with the students highlighting key words or phrases that will lead to writing an effective persuasive essay based on the options given in the prompt.
- Teachers should show students the need to present their own view points (based on the options given in the prompt) at the start of a persuasive essay.
- Teachers should show students the difference between integrating information from the sources in support of their own viewpoints and merely summarizing the sources.
- Teachers should develop students' skills and confidence by gradually scaffolding the persuasive essay task. Teachers might begin this task early in the year by having students just respond to a prompt with a strong thesis statement, then move to having them build a thesis supported by two sources and gradually have students write a three-source essay.
- Teachers should provide numerous opportunities for their students to engage in persuasive writing using sources, including authentic readings, graphics, and audios with different points of view.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019–2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful essays. The essay's name is changing in 2019 to "argumentative essay" and the argumentative essay task model is presented and practiced in Units 2, 4, and 6. This task is scaffolded to build students' skills and confidence. The first time it appears in Unit 2, students write an argumentative essay responding to a prompt using only two sources, and subsequently in Units 4 and 6, write essays using three sources. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf?course=ap-spanish-language-and-culture>.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access persuasive (argumentative) essay tasks from previous exams.
- Teachers will also be able to access a new practice exam and the 2019 released exam in the AP Question Bank, both of these will provide practice with the essay task and can be scored using the scoring guidelines provided.
- Teachers should view the two AP World Language and Culture online modules on Presentational Writing; the first: *Presentational Communication, A Focus on Writing*, by Federica Santini, and the second: *Building Students' Skills in Developing Effective Arguments*, by Ann Mar to learn some strategies that focus on developing students' presentational writing skills. Teachers can access these two online modules here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>.
- Teachers should download the scoring guidelines for this task available on the AP Spanish Language and Culture Exam page and use them to review expectations for student performance as well as the evaluative criteria for each score point: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam>.
- Teachers should choose a sample Persuasive (Argumentative) Essay prompt and its sources from the posted free response questions on AP Central: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam> and access the corresponding student sample responses of high, mid and low performances to share with students, so that they can examine student work vis-à-vis the scoring guidelines. This will inform them further of expectations for performance on this task.
- Teachers should assign other persuasive (argumentative) essay prompts from under the same conditions and time constraints as on the exam and then score them using the scoring guidelines. Feedback to students should focus on what students should do to move their performance to the next higher level.

Question #3**Task:** Interpersonal Speaking: Conversation**Topic:** Discussing the painting and placement of a mural**Max. Points:** 5**Total Group Mean Score:** 3.84
Standard Group Mean Score: 2.96***What were the responses to this question expected to demonstrate?***

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation according to the outline, as well as the simulated interlocutor's utterance.

The course theme for this task was "Personal and Public Identities." The students were asked to engage in a conversation with Marta, a friend from the Hispanic Community Center. They are working on a mural that represents famous people from the Spanish-speaking world.

1. In the first prompt, Marta greets the student and asks who should be included in the mural and why. The outline directs students to respond and explain why.
2. In the second prompt, Marta accepts the suggestion, then asks how they can find information about that person. The outline directs students to respond with details.
3. In the third prompt, Marta suggests a location for the mural. The conversation outline indicates that the student should reject the suggestion and to offer another option.
4. In the fourth prompt, Marta agrees on the location and asks for ideas to raise funds for the project. The student is asked to respond with details.
5. In the fifth prompt, Marta comments that it will be a lot of work, and asks how they can involve more people to help out, and again the students should respond with details.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Most students found the questions to be accessible. They provided a variety of answers that incorporated course themes by specifying famous people from the Spanish-speaking world and why they are worthy of inclusion in the mural and made suggestions about this community-based mural project. The responses showed a variety of language functions including identify, suggest, explain why, reject, and suggest an alternative. The responses demonstrated a wide range of appropriateness in terms of relevant content, amount of information, elaboration, and linguistic accuracy.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

The responses to this question reflected the students' ability to comprehend the questions, and also a variety of lexical and grammatical resources to respond and elaborate appropriately in the context of a conversation about a community-based mural project.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Responses in the lower score range were often inappropriate, as students were unable to comprehend the spoken prompts. 	<ul style="list-style-type: none"> Responses in the high range (4-5) showed a clear understanding of all or most of the question, as evidenced by responses that were appropriate.
<ul style="list-style-type: none"> Some responses showed a lack of familiarity with the format of the task, reflecting a lack of understanding of the context for the conversation provided in writing on the exam, and the instruction to reject the proposed location of the mural. 	<ul style="list-style-type: none"> Responses in the high range reflected the students' ability to understand and take on the assigned role and interact appropriately while following the conversation outline.
<ul style="list-style-type: none"> Some weaker responses showed a lack of communication strategies, as students inserted words in English (<i>fundraiser, bake sale, auction</i>) when they lacked the vocabulary resources to express their ideas. 	<ul style="list-style-type: none"> Stronger responses included communication strategies like circumlocution, as students expressed ideas with known vocabulary (<i>un evento para ganar dinero, podemos vender pasteles</i>) when specific words were lacking.
<ul style="list-style-type: none"> Some responses in the mid range showed control of grammar and basic vocabulary, but the lack of detail and elaboration provided prevented the student from showing a fuller range of language resources. 	<ul style="list-style-type: none"> Stronger responses provided elaboration and detail by including more than one option, providing examples, and giving reasons to justify their proposals. These more expansive answers allowed students to demonstrate a wide variety of vocabulary and language use.

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Students should be provided with many opportunities to converse spontaneously, in ways that force them to interpret questions in real time.
- AP teachers should work with the vertical team to ensure that starting, at the novice level, teachers design lessons which engage students in spoken interpersonal communication requiring negotiation of meaning, rather than performing memorized dialogues for oral practice.
- Teachers should explicitly teach interpersonal communication strategies including asking for clarification, requesting additional information, asking follow-up questions, and commenting upon responses. While not all of these strategies are directly applicable to the AP Interpersonal Speaking task, they all focus on comprehension of the interlocutor, a skill gap for many of the lower-performing students.
- Teachers should explicitly teach the interpersonal communication strategies of using circumlocution, adding detail and elaboration, providing examples and anecdotes. These strategies will help students to provide richer, more detailed responses including more variety of vocabulary and grammar.
- Teachers should design activities involving role play and hypothetical situations to help students “think on their feet.”
- Students should practice engaging in functionally scripted dialogues to learn the names of language functions such as “*rechaza, acepta, responde con detalles, pide información, responde negativamente,*” etc.
- Teachers should explain the task structure and provide multiple opportunities to practice, using the previous years’ interpersonal speaking task.
- Teachers should provide students with the opportunity to practice the speaking task with the same technology and in the same space that will be used for the AP Exam in the months prior to the exam. Teachers should verify that the quality of the recordings allow for accurate scoring. If there is a problem with audio quality, teachers should work with the AP Coordinator to provide an appropriate testing environment for the speaking portion of the exam.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019–2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students’ skills for engaging in the conversation task model. This task model is specifically presented and practiced in Units 1, 3, and 5. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf?course=ap-spanish-language-and-culture>.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access conversation tasks from previous exams.
- Teachers will also be able to access a new practice exam and the 2019 released exam in the AP Question Bank. Both of these will provide practice with the conversation task and can be scored using the scoring guidelines provided.
- Teachers should become familiar with the range of online tools available to help students develop and track their skills, which are described here: <https://apcentral.collegeboard.org/about-ap/news-changes/ap-2019/support-students-new-online-tool>.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module *Interpersonal Communication: Developing Speaking Abilities* by Clarissa Adams-Fletcher in order to learn strategies, resources, and activities that focus on developing interpersonal speaking skills. Teachers can access this online module here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>.
- Teachers should download a copy of the scoring guidelines for the conversation task available on the AP Spanish Language and Culture Exam page and use them to review expectations for student performance. They should have students listen to the sample student responses and use the scoring guidelines to understand how performance is assessed on the exam: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam>.

Question #4**Task:** Presentational Speaking: Cultural Comparison**Max. Points:** 5**Topic:** How does housing, where you live, impact lifestyle?**Total Group Mean Score:** 2.53**Standard Group Mean Score:** 2.30***What were the responses to this question expected to demonstrate?***

This task assessed speaking in the presentational communicative mode by having the student make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single, holistic score based on how well it accomplished the assigned task. The presentation had to compare the student’s own community to an area of the Spanish-speaking world, demonstrating understanding of cultural features of the Spanish-speaking world. Furthermore the presentation had to be organized clearly.

The course theme for the cultural comparison task was “Families and Communities,” and the prompt asked students to compare how the type of housing affects the lifestyle of people in their own community to those of the target community.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Successful responses developed this presentation in varied ways, integrating knowledge of a variety of cultural practices and perspectives. Some responses contained different approaches such as: types of housing, apartment vs. house, city vs. countryside, big house vs. small house, or living places located in urban neighborhood vs. houses in suburbs. The effect of housing on lifestyle was likely developed in various ways: impact on everyday life activities, issues of home ownership and socioeconomic status, relationships among people in the same household or neighbors, cost and value of a home and house maintenance.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some responses showed a misinterpretation of the word “vivienda.” 	<ul style="list-style-type: none"> Many responses demonstrated an accurate understanding of the prompt and task addressing how the type of housing affect the lifestyle of people of the community.
<ul style="list-style-type: none"> Some responses either only addressed “housing,” or only addressed “lifestyles,” providing a response that only partially addressed the question. 	<ul style="list-style-type: none"> The most successful responses supported statements about the effect of housing on the “lifestyle” of people living in a variety of Spanish- speaking communities.

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should make sure their students read the task and instructions carefully and address all parts of the task.
- Teachers should remind their students about the difference between the task prompt and the AP curricular theme presented near the instructions.
- Teachers should train their students to always include two communities in their cultural comparison, being one of them a Spanish-speaking community.
- Teachers should present students with similar questions that contain two parts or multiple parts; break the question down into the various parts: *el tipo de vivienda, como afecta el estilo de vida, la comunidad del estudiante y la comunidad del mundo hispanohablante.*
- Teachers should work with the vertical team to ensure that from the novice level, students observe and compare cultural products, practices and perspectives and make comparisons between cultures.
- Teachers should expose students to a wide variety of authentic written, audio, audio visual and visual texts and encourage students to make observations and inferences about the target language culture.
- Teachers should help students be aware of whether a word refers to a noun or progressive form of a verb, e.g., *vivienda v. viviendo.* Maybe work throughout the year with examples that show this difference.
- Teachers should provide effective strategies for making cultural comparisons. They should encourage the use of Venn diagrams or t-charts so students can organize their thoughts when preparing the cultural comparison.
- Teachers should provide instructions to guide students to better organize their presentation by providing transitional elements and cohesive devices; especially those used for comparing, contrasting and connecting ideas.
- Teachers should train their students in the speaking task using the same technology and place where they will take the exam early in the year, so students can become acquainted with the system.
- Teachers should verify that the quality of recordings allow for accurate scoring and that the correct recording has been saved. If there is a problem with the audio quality, teachers should work with the AP Coordinator to provide an appropriate testing environment for the speaking portion of the exam.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- The 2019–2020 Course and Exam Description (CED) contains suggestions in the Unit Guides for building students’ skills in the cultural comparison task model. This task model is specifically presented and practiced in all six units and is scaffolded to build students’ skills and confidence over time. For example, in Unit 1, students give a one-minute cultural presentation about an aspect of culture learned in that unit; in Unit 2, they do a one-minute cultural comparison; in Unit 3, a full two-minute cultural comparison, and subsequent full comparisons on topics of increasing difficulty in units 4, 5, and 6. The CED can be accessed here: <https://apcentral.collegeboard.org/pdf/ap-spanish-language-and-culture-course-and-exam-description-1.pdf?course=ap-spanish-language-and-culture>.
- Teachers will now be able to access the AP Question Bank through AP Classroom. This is a searchable collection of past AP Exam questions where teachers will be able to find and access cultural comparison tasks from previous exams.
- Teachers will also be able to access a new practice exam and the 2019 released exam in the AP Question Bank. Both of these will provide practice with the cultural comparison task and can be scored using the scoring guidelines provided.
- Teachers should become familiar with the range of online tools available to help students develop and track their skills, which are described here: <https://apcentral.collegeboard.org/about-ap/news-changes/ap-2019/support-students-new-online-tools>.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module *Presentational Communication, a Focus on Speaking* by Angelika Becker to learn strategies, resources, and activities that focus on developing presentational speaking skills. Teachers can access this online module here: <https://apcentral.collegeboard.org/courses/resources/ap-world-language-culture-interactive-online-modules>.

- Teachers should download a copy of the scoring guidelines for this task available on the AP Spanish Language and Culture Exam page and use them to review expectations for student performance:
<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam>.
- Teachers should have students apply the scoring guidelines to student samples of cultural comparisons posted on AP Central on the exam page to help them understand how the scoring guidelines are applied to student work.