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AP® Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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Task 3—Conversation

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Question 3: Conversation   5 points

General Scoring Note

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task	• Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task	• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task	• Maintains the exchange with a series of responses that is generally appropriate within the context of the task	• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
• Provides little required information (e.g., responses to questions, statement and support of opinion)	• Provides some required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration	• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the listener	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register	• Use of register is generally inappropriate for the conversation	• Use of register may be inappropriate for the conversation with several shifts	• Generally consistent use of register appropriate for the conversation, except for occasional shifts	• Mostly consistent use of register appropriate for the conversation
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility	• Clarification or self-correction (if present) usually does not improve comprehensibility	• Clarification or self-correction (if present) sometimes improves comprehensibility	• Clarification or self-correction (if present) usually improves comprehensibility	• Clarification or self-correction (if present) improves comprehensibility

Score of 0: UNACCEPTABLE
- Mere restatement of language from the prompts
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in any language
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Question 3

Note: Students' responses are quoted verbatim and may contain spelling and grammatical errors. In the transcripts of students' speech quoted in the commentaries, a three-dot ellipsis indicates that the sample has been excerpted. Two dots indicate that the student paused while speaking.

Overview

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 5 turns in the conversation. The series of 5 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 the conversation task was "Contemporary Life." The students were asked to engage in a conversation with Alejandra, a Colombian friend who studies at their school. They are helping her plan her upcoming vacation in the United States. There are five audio prompts.

1. Alejandra greets the student and asks for recommendations of places to go and why. The outline directs students to respond with details.

2. Alejandra mentions that there is a problem: she doesn't have much money. She then asks what the students suggest she can do. The outline directs students to respond with details.

3. Alejandra asks about the student's plans for the summer. The student is asked to respond with details.

4. Alejandra suggests meeting during the weekend to talk about their plans. The conversation outline indicates that the student should reject the suggestion and explain why.

5. Alejandra comments that she has to study for her finals, and asks if they have a lot of schoolwork to do. Again the students should respond with details.

Sample: 3A
Score: 5

Transcript of Student's Response(s)
Hola Alejandra. Es muy bueno para verte hoy. Ah... recomedario Chicago o Nueva Yorque porque ah son ciudades muy grandes y también uh recomendo los parques nacionales como Yellowstone o Yosemite ...am...porque ellos

Pues, los parques nacionales en los Estados Unidos son gratis ...a… por todos las personas, entonces um... lugares como Yellowstone o Yosemite son gratis y no cuestan mucho dinero para ti. Es una cosa muy bueno, yo pienso que sí, entonces ...

Ah, planeo visitar a Lima en Perú, porque ...um...es una ... una ciudad muy interesante a mí, y ...um...la Amazonía en el sur, y oeste ... u ... este de país es ...a...muy bonito ah quiero verlo mucho.

Question 3 (continued)

No, porque uh yo tengo mucho tarea este fin de semana y mi familia va a una ...a… una …. un partido de beisbol … a mi familia nos le gusta ah …

Sí, si, por supuesto. Quiero …. uh… tengo que estudiar para mis exámenes también y …uh… tengo que escribir un ensayo por la clase de inglés. Pero, fue muy bueno a hablar contigo y espero que nosotros pue … podamos continuar este ..

Commentary

- This response demonstrates a strong performance in Interpersonal Speaking.

- The response maintains the exchange with a series of responses that is clearly appropriate in the context of a conversation about planning a trip to the U.S.

- The response provides all required information with frequent elaboration (*es una ciudad interesante a mí, y la Amazonía en el sur, y oeste u este del país es muy bonito; tengo mucha tarea este fin de semana y mi familia va a una … un partido de futbol*).

- The response is fully understandable with ease and clarity of expression. The occasional errors do not impede comprehensibility (*son gratis por todos las personas; es una cosa muy bueno*).

- There is varied vocabulary and idiomatic language (*son gratis; sí, por supuesto; tengo que escribir un ensayo*).

- Overall, the sample shows accuracy and variety in grammar (*son ciudades muy grandes; no cuestan mucho dinero; fue muy bueno a hablar contigo*).

- Self correction is evident (*espero que nosotros pue..podamos continuar*).

Sample: 3B
Score: 3

Transcript of Student's Response(s)
Hola…hola Ale…Alejandra. Eh…¿Cómo estás? …eh…Yo…recomiendo…eh…la playa…uh…está…al lado de Florida…eh…las playa…el…las playas en es muy…eh…guapas…eh…

Eh…eh…pues…eh…eh…debes…eh debes de de tener…eh…trabajo antes…eh…de…di.. viajas…um…tú…eh…necesitas…el dinero para el viajar…eh…sobre…el mundo

Eh…pues…este verano…eh…yo plano trabajar a…a la playa y…pasar…pasar tiempo con mis amigos y mi familia y yo…eh…viajamos a las mo…montañas en los Estados…Unidos.

Eh…pues en el fin de semana…eh…yo…eh yo trabajo mucho…y yo… y yo quiero…eh hacer mu mu mucho dinero para la escuela y sin tanto que…eh…pagar

Ah…sí… eh…teng…sí tengo escuela en el…er…después de ve…verano…eh…adios hasta luego…um…espero ver tú…pero…

Question 3 (continued)

Commentary

- This sample demonstrates a fair performance in Interpersonal Speaking.

- The response maintains the exchange with a series of responses that is somewhat appropriate within the context of the task.

- The student responds to all prompts, providing most of the required information *(Yo recomiendo…eh…la playa; este verano…eh…yo plano trabajar…)*. The rejection of the suggestion to get together on the weekend is implied *(...en el fin de semana...eh...yo...eh yo trabajo mucho)*.

- The language is generally understandable with errors that MAY impede comprehensibility *(…hacer mucho dinro para la escuela y sin tanto que…eh…pagar)*.

- The vocabulary, while usually appropriate and idiomatic, is very basic throughout the sample *(pues; pasar tiempo con mis amigos y mi familia; mucho dinero; tengo escuela…)*.

- The sample demonstrates SOME control of grammar, syntax, and usage *(mi familia y yo …eh…viajamos…; yo trabajo mucho…adios hasta luego…)*, although occasionally lacks control *(yo plano trabajar, espero ver tú)*.

- The pronunciation, intonation, and pacing make the response generally comprehensible. Despite the numerous hesitations *(...eh…ah…um…)*, the sample responds to all prompts somewhat appropriately and manages to maintain the exchange.

Sample: 3C
Score: 1

Transcript of Student's Response(s)

Hola, Alejandra um… Estoy muy.. oh… su vacación, o tu vacación es as nus… es buen aidea…a.. yo, yo piens..

Chrabajas, chrabj.. yo … tu da trabaj…trabaj.. que tú… ah …necesitas dinero

Yo… yo… teng tengas… yo tenerá …um.. a viajo … viaje de la playa por la miérc…

Creo, creo… plane...planear sus próximas vacaciones por los Estados Unidos … en la mañana

Sí, tú… ah… yo es nervioso por los exámenes..um... en la escuela… um… um… yo, yo creo que…

Question 3 (continued)

Commentary

- This is an example of a poor performance in Interpersonal Speaking.

- This is an unsuccessful attempt at the task due to limited linguistic resources. The responses provide little required information and are most often inappropriate (*tú da trabaj.. que tú..ah..necesitas dinero*) when the speaker is supposed to suggest ideas to compensate for the lack of money.

- The response is barely understandable, with errors that impede comprehensibility.

- There are very few vocabulary resources. The speaker reads from the prompt (*planear sus próximas vacaciones por los Estados Unidos*).

- There is little to no control of grammar, syntax, and usage.

- There is no attention to register. Pronunciation, intonation, and pacing make the response difficult to comprehend; the many errors impede comprehensibility. There is no evidence of self-correction.