
AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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Task 3—Conversation

- Scoring Guidelines**
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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
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides some required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration 	<ul style="list-style-type: none"> Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> Minimal or no attention to register 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the conversation 	<ul style="list-style-type: none"> Use of register may be inappropriate for the conversation with several shifts 	<ul style="list-style-type: none"> Generally consistent use of register appropriate for the conversation, except for occasional shifts 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the conversation
<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> 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 students engage in a simulated 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 the 5 turns. The responses had to appropriately address each turn in the conversation according to the outline as well as the simulated interlocutor's utterances. The series of 5 responses received a single holistic score based on how well it accomplished the assigned task.

The course theme for the conversation task was "Families and Communities." The students were asked to engage in a conversation with Carolina, a cousin who is organizing a family gathering. They are helping her plan the upcoming celebration. There are five audio prompts:

1. Carolina greets the student and asks for recommendations for the best time of the year to have their party. The outline directs students to respond with details.
2. Carolina suggests having the event at the park. She then asks the students what they think about that idea. The outline directs students to respond with details.
3. Carolina asks the student to suggest an activity for the gathering to include both adults and children. The outline directs students to respond with details.
4. Carolina reminds the students that they need a plan for food for the celebration. The conversation outline indicates that the student should suggest a plan and explain it.
5. Carolina requests ideas about how to best notify the family about the gathering. Again, the students should respond with details.

Sample: 3A

Score: 5

Transcription of Student's Response(s)

Hola Carolina, este, yo pienso que sí, mañana si quieres podemos, este, hacer nuestra orga . . . este nuestro evento y ahí podemos, este, hablarle a nuestras familias que vayan todos y podemos divertirnos este todo el día si quieres ahí.

Sí un parque suena . . . es una buena idea, pero a mí me gustaría mejor ir a la playa. Ahí todos nos podemos divertir todo el rato que estemos ahí y podemos invitar a todo . . . toda nuestra familia que estemos ahí.

Question 3 (continued)

Sí todos podemos ir a nadar porque ahí va a estar el océano. Podemos este . . . construir este . . . este podemos construir este . . . castillos de arena, podemos jugar voleybal y podemos enterrarnos en la arena si queremos.

Para comer si quieres le podemos decir a abuelita que haga tamales o que llevemos tacos. Otra parte de nuestra familia puede llevar fruta pa . . . que no más no sea pura comida. Y si quieren pueden llevar postres como una tarta o un . . . este

Si quieres tú le puedes decir a tu familia. Yo le digo a mi familia y de ahí la palabra solo se va ir y todos van a saber. También si quieres, puedes invitar tus amigos y yo invito a los míos para que el convivio sea más grande y todos nos vamos a divertir ahí.

Commentary

These responses are an example of a strong performance in Interpersonal Speaking. The responses maintain the exchange with a series of responses that are clearly appropriate within the context of the task. They provide all of the required information with frequent elaboration (“*Sí un parque suena . . . es una buena idea, pero a mí me gustaría mejor ir a la playa. Ahí todos nos podemos divertir todo el rato que estemos ahí.*”). The responses are fully understandable, with ease and clarity of expression. They include varied and appropriate vocabulary, as well as idiomatic language (“*castillos de arena*”; “*enterrarnos*”; “*el convivio.*”). There is accuracy and variety in grammar, syntax, and usage, with few errors (“*También si quieres, puedes invitar a tus amigos y yo invito a los míos para que el convivio sea más grande y todos nos vamos a divertir ahí.*”). Mostly consistent use of register, appropriate for the conversation (“*Si quieres tú le puedes decir a tu familia. Yo le digo a mi familia y de ahí la palabra solo se va ir y todos van a saber*”). Pronunciation, intonation, and pacing make the responses comprehensible, and imprecisions in this area do not impede comprehensibility.

Sample: 3B

Score: 3

Transcription of Student’s Response(s)

¡Hola Carolina! Es una buen idea . . . es una buena idea . . . uh . . . quiero ayudar . . . ayudarle para organizar esta celebración . . . porque es muy . . .

Sí es un buena idea porque hay mucho espacio en el parque. ¿Tienes algunas ideas para las actividades? . . . Y la comida también.

Sí, estoy de acuerdo, ah . . . ah . . . debemos tener la comida, las piñatas y sacar fotos para toda la familia.

Sí, ah . . . sugiere tres leches y la comida que todas . . . pueden comer sin alergias.

Sí, podemos enviar un correo electrónico y también creamos un grupo de texto con la familia. Adiós Carolina, y tienes buenas ideas.

Question 3 (continued)**Commentary**

These responses demonstrate a fair performance in Interpersonal Speaking. They maintain the exchange with a series of responses that is somewhat appropriate within the context of the task. They provide most of the required information. There is only a partial response to the first question. In the first utterance, the response does not suggest a time of year for the celebration.

There is appropriate but basic vocabulary and idiomatic language (“*Sí, estoy de acuerdo, ah . . . ah . . . debemos tener la comida, las piñatas y sacar fotos para toda la familia*”). The responses are generally understandable; errors occasionally impede comprehensibility (“*Sí, ah . . . sugiere tres leches y la comida que todas . . . pueden comer sin alergias*”). The responses show some control of grammar, syntax, and usage (“*Sí es un buena idea porque hay mucho espacio en el parque*”). Pronunciation, intonation, and pacing make the responses generally comprehensible (“*Sí, podemos enviar un correo electrónico*”).

Sample: 3C**Score: 2****Transcription of Student’s Response(s)**

Hola mi prima Carolina. Tengo un examen de matemáticas. Estoy muy cansado porque estudio mucho. Pero creo que un ah fiesta es un . . . una muy un buen idea porque tiene muchas comidas y uh yo visito mi familia.

Creo que ah . . . visitamos una playa porque una playa es muy divertido. También hay muchas actividades que hace en una playa. Por ejemplo el volibal. También hay mucha gente y el mar es muy bonita.

Uh, sí, hay muchos opciones . . . uh . . . por esta pregunta uh . . . pero yo creo que la playa tiene muchos aspectos de volibal también hay, hay a nadar en la playa, también hay fútbol.

Sí, me gusta. Hay muchas comidas, comidas que he comido, que como, pero un comida de favorito de mí es carne ah y también el pollo. Yo como mucho, mucho, mucho arroz y frijoles, también.

Hay un pregunta muy muy interesante, pero creo que su tiene la habilidad uh para uh para cultivé . . . uh cultiva una decisión muy buen. Adiós, Carolina. Espero que tenga un buen día y una buena vida.

Commentary

These responses demonstrate a weak performance in Interpersonal Speaking. The sample partially maintains the exchange, with responses that are minimally appropriate. For example, instead of suggesting a plan for the food at the family reunion, as requested, the response to the fourth prompt provides information about personal food preferences and habits (“*Yo como mucho, mucho, mucho arroz y frijoles, también*”). The responses provide only part of the required information, suggesting the beach and mentioning activities (“*la playa tiene muchos aspectos de volibal también hay, hay a nadar en la playa, también hay fútbol*”). However, there is no suggestion of a time frame for the party in the first prompt, nor ideas about how to spread news about the event. The responses are partially

Question 3 (continued)

understandable with errors that force interpretation (“*creo que su tiene la habilidad uh para uh para cultivé . . uh cultiva una decisión*”). There is limited vocabulary, and idiomatic usage. The response shows limited control of grammar (“*un comida de favorito de mí es carne*”; “*el mar es muy bonita*”). Pronunciation, intonation, and pacing make the responses difficult to comprehend at times, and errors impede comprehensibility.