
AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

Inside:

Free-Response Question 3

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

Question 3: Essay—Analysis of Single Text

10 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.

Scoring Criteria: Content				
1	2	3	4	5
<p>The essay is inaccurate and insufficient; there is no attempt to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; irrelevant comments predominate.</p> <ul style="list-style-type: none"> • Demonstrates lack of understanding of characteristics of the text that represent the specified period, movement, literary genre, or technique. • Demonstrates lack of understanding of the text, or cultural products, practices, or perspectives of the given cultural context found in the text. • May not identify rhetorical, stylistic, or structural features in the text. 	<p>The essay shows little ability to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; summary and paraphrasing predominate.</p> <ul style="list-style-type: none"> • Identifies characteristics of the text that represent the specified period, movement, literary genre, or technique, but they may not be clear or relevant. • Identifies cultural products, practices, or perspectives of the given cultural context found in the text, but they may not be clear or relevant. • Identifies rhetorical, stylistic, or structural features in the text, but they may not be relevant. 	<p>The essay attempts to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; however, description and narration outweigh analysis.</p> <ul style="list-style-type: none"> • Describes characteristics of the text that represent the specified period, movement, literary genre, or technique. • Describes cultural products, practices, or perspectives of the given cultural context found in the text. • Describes some rhetorical, stylistic, or structural features in the text. 	<p>The essay analyzes how the text represents both the specified period, movement, literary genre, or technique and the given cultural context; description and narration are present but do not outweigh analysis.</p> <ul style="list-style-type: none"> • Explains how characteristics of the text represent the specified period, movement, literary genre, or technique. • Explains how cultural products, practices, or perspectives found in the text relate to the given cultural context. • Discusses rhetorical, stylistic, or structural features in the text. 	<p>The essay clearly analyzes how the text represents both the specified period, movement, literary genre, or technique and the given cultural context.</p> <ul style="list-style-type: none"> • Analyzes how characteristics of the text represent the specified period, movement, literary genre, or technique. • Analyzes how cultural products, practices, or perspectives found in the text relate to the given cultural context. • Effectively discusses a variety of rhetorical, stylistic, or structural features in the text.

AP® Spanish Literature and Culture 2022 Scoring Guidelines

- | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Does not state a purpose, show evidence of organization, or offer a progression of ideas. | <ul style="list-style-type: none">• May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical. | <ul style="list-style-type: none">• Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas. | <ul style="list-style-type: none">• Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas. | <ul style="list-style-type: none">• Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay. |
| <ul style="list-style-type: none">• May consist entirely of summary or paraphrasing of the text without examples relevant to the argument or question. | <ul style="list-style-type: none">• Presents main points and some details; describes basic elements of the text but may do so without examples or supporting an argument. | <ul style="list-style-type: none">• Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant. | <ul style="list-style-type: none">• Supports analysis with appropriate textual examples. | <ul style="list-style-type: none">• Supports analysis by integrating specific, well-chosen textual examples throughout the essay. |
| <ul style="list-style-type: none">• Contains frequent errors of interpretation that significantly detract from the overall quality of the essay. | <ul style="list-style-type: none">• Contains some errors of interpretation that occasionally detract from the overall quality of the essay.
See note A | <ul style="list-style-type: none">• Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.
See notes B, C, and D | | |

0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

NR (No Response)—Page is blank.

An essay that receives a NR in content must also receive a NR in language.

Decision Rules and Scoring Notes

- A.** An essay that treats only the specified period, movement, literary genre, or technique or the given cultural context without mentioning the rhetorical, stylistic, or structural features cannot receive a score higher than 2.
 - B.** If the essay has a significantly unbalanced focus on either the specified period, movement, literary genre, or technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.
 - C.** If the essay has a balanced focus on both the specified period, movement, literary genre, or technique and the given cultural context but does not discuss rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.
 - D.** If the essay focuses only on either the specified period, movement, literary genre, or technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis of either the specified period, movement, literary genre, or technique or the given cultural context and the discussion of the rhetorical, stylistic, or structural features must be good to earn a score of 3.
-

Scoring Criteria: Language				
1	2	3	4	5
<p>Language usage is inappropriate to the task, inaccurate, or insufficient; the student's use of language impedes the reader's understanding of the response.</p> <ul style="list-style-type: none"> • Vocabulary is insufficient or inappropriate to the text(s) being discussed; errors render comprehension difficult. • Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehension frequently. 	<p>Language usage is sometimes inappropriate to the task and generally inaccurate; the student's use of language requires the reader to make inferences to understand the response.</p> <ul style="list-style-type: none"> • Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences. • Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and serious enough to impede comprehension at times. 	<p>Language usage is appropriate to the task and sometimes accurate; although the student's use of language is somewhat limited, it supports the reader's understanding of the response.</p> <ul style="list-style-type: none"> • Vocabulary is appropriate to the text(s) being discussed but may limit the student's ability to present some relevant ideas. • Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are sometimes accurate. 	<p>Language usage is appropriate to the task and generally accurate; the student's use of language is clear in spite of occasional errors that do not affect the reader's understanding of the response.</p> <ul style="list-style-type: none"> • Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details. • Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are generally accurate. 	<p>Language usage is appropriate to the task, mostly accurate, and varied; the student's use of language is clear and supports the reader's understanding of the response.</p> <ul style="list-style-type: none"> • Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning. • Control of grammatical and syntactic structures is very good; use of verb tenses and moods as well as word order and formation are mostly accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.

AP® Spanish Literature and Culture 2022 Scoring Guidelines

- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate; paragraphing shows grouping and progression of ideas.

0 (zero) response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.

An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

NR (No Response)—Page is blank.

An essay that receives a NR in content must also receive a NR in language.

Question 3 requires that the response accomplishes several tasks: analyze how the text, which is part of the required course reading list, represents **the characteristics of El Boom**; analyze how the text represents the (socio) cultural context of **rural Mexico in the 20th century**; and include a discussion of **the literary devices of El Boom** that support this analysis. Further, the prompt specifies that the response must include examples from the text and must be written in the form of a brief essay.

Scoring Notes: Content		
<p>Below are some of the acceptable ways responses address the different tasks in the prompt. This list is not exhaustive, and many examples may support the analysis of the use of literary devices, characteristics of El Boom, and/or the sociocultural context.</p>		
Characteristics of El Boom:	Sociocultural context, rural Mexico in the 20 th century:	Literary devices
<ul style="list-style-type: none"> The short story prioritizes and brings attention to a distinct Latin American reality, an alternative vision highlighting less commonly portrayed realities The representation of the place, environment, and people that reflect 20th-century socioeconomic divisions, injustice, and marginalization In “No oyes ladrar los perros”, description is left to a minimum, but precise, descriptive details and dialogue evoke a poignant reality, including a sense of: <ul style="list-style-type: none"> Place: References to natural setting, strong presence of rural setting Environment: The solitary, isolated, dry, “sparse” physical surroundings, full of obstacles and the close, intimate, relationship or connection of the characters to the place and land People: A focus on interpersonal relationships, family relations Depicts a social or moral dilemma of the lower classes—drama of trying to save son, who is a criminal 	<ul style="list-style-type: none"> Value of family (respect/support for family/sense of morality) Early 20th-century unrest, including the effects of the Mexican Revolution and the Cristero War Portrayal of socioeconomic realities (the rural town, lack of access to medical support and transportation means and infrastructure); dramatic social/economic division and juxtaposition between urban, industrialized world and rural poverty marked by precarious physical existence and father/son relationship (“<i>tambaleante</i>”) within a harsh world filled with physical obstacles (“<i>piedras</i>”) and fatigue--no transportation, no paved roads, no path or road markings (“<i>Me estoy cansando</i>”; “<i>se le doblaban las piernas</i>”); absence of, or limited access to, medical facilities or transportation; human beings dependent on their rudimentary senses of hearing, sight, and touch 	<p>Note: A response that references a literary device without identifying it by name is valid if it is connected to the characteristics of the period/movement/literary genre/technique</p> <ul style="list-style-type: none"> A third-person narrator (an omniscient and objective observer) Sensorial imagery, movement, and flashback characterize the setting and mark the passage of time. Dialogue that reflects family traditions or relations, linguistic register, and colloquialisms of people of the region The use of symbols: The “<i>tambaleante</i>” moonlight reflects the broken relationship of the father and son and their precarious existence; the symbolic title represents the illusive hope and son’s failure to reciprocate the father’s love Use of formal and informal (compassion/affection) voice Paradox—the father recriminates his son yet loves him and attempts to save him Tone—Narration expresses a sense of seriousness and tragedy Begins and, in some ways, ends <i>in medias res</i> Simile and Metaphor

<ul style="list-style-type: none"> • Innovative narrative techniques: <ul style="list-style-type: none"> • Sensorial, almost oneiric imagery and symbolism (for example: <i>La luna</i>) • Alternative focus on time and space; a non-linear sense of time: references to magical realism; references to the son’s childhood (flashback); the cyclical movement of the moon, accompanying the characters, marking the passing of time, and witnessing their tragic journey • Dialogue that opens the narration <i>in medias res</i> • Use of regionalisms that reflect the social context 	<ul style="list-style-type: none"> • Inhospitable, hostile physical world, harsh surroundings, fatigue • Solitary, isolated existence (“<i>no se ve nada</i>”; “<i>no se oye nada</i>”; “<i>una sola sombra</i>”) • Violent society (the son’s and his acquaintance’s crimes and bad behavior—in spite of having someone who has supported him and tried to educate him) • Sense of duty/obligation to family • Register reflects sociocultural context (tú vs. usted) 	<ul style="list-style-type: none"> • Personification: the personified moon(light) marks the cyclical passing of time and accompanies the dramatic action from the beginning until the end of the story • Anaphora/Repetition • Epithet • Hyperbole
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

En el cuento "No oyes ladrar los perros", escrito por Juan Rulfo durante el Boom Literario en Hispanoamérica, se ilustran las características del movimiento como el realismo mágico y la representación de la pobreza en Latinoamérica, así como la experiencia sociocultural mexicana de la vida cotidiana en el campo y el sufrimiento por la pobreza utilizando recursos literarios.

Al inicio del fragmento, Rulfo describe mediante el diálogo el conflicto de ~~un~~ un padre que intenta llegar a un pueblo lejano para que curen a su hijo, Ignacio, quien fue herido en batalla. El realismo del Boom fue utilizado principalmente para expresar la pobreza y la desolación en los pueblos hispanos; cuando el padre dice "Ya ~~de~~ debemos estar cerca [...] fíjate a ver sino oyes ladrar los perros" está expresando su esperanza de encontrar este pueblo. La desesperación del hombre, que "se le doblaban las piernas" del cansancio de llevar a su hijo en sus ~~manos~~ hombros, es evidente al representar la vida del campo en México, caracterizada por personas trabajadoras en los espacios rurales.

Rulfo utiliza la prosopeya "la sombra larga y negra los siguió" para representar la unidad entre el hombre y el hijo, describiendo su sombra como una fusionada y, a la vez, ilustrando la importancia de la familia y la bondad en la cultura mexicana.

Page 5

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0013305



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1



Question 2



Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

Rulfo logra el mismo efecto mediante los realismos al decir "detrasito del monte"; una vez más, el lector obtiene una referencia al ~~origen~~ origen rural de los personajes. La prefiguración se ve mediante una acción personificada de la luna, narrando que "venía saliendo de la tierra". Aquí, Rulfo refleja el paso rápido del tiempo que indica que la muerte del hijo se acerca si no llegan al pueblo de Tonaya a tiempo.

Debido a que el Boom fue un estallido literario en hispanoamérica con aspectos en el cuento como el realismo, la pobreza, y el paso del tiempo circular, Rulfo logra contar esta historia mediante los recursos literarios.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

El Boom latino Americano fue un periodo en tiempo donde la popularidad de la literatura en Latino America increcio. Habian nuevas poetas y autores que escribieron sobre muchos temas que se enfocaban en Latino America. En "No oyes ladrar los perros" por Juan Rulfo, el autor utiliza alusiones y dialogo para hablar sobre Mexico rural en el siglo XX.

Rulfo's uso de alusiones demuestran precisamente caracteristicas del Boom como el descripcion de relaciones inter personales ademas de hablar sobre la ~~situacion~~ situacion sociocultural en Mexico rural. Cuando el autor menciona que "la sombra larga y negra de los hombres sugio moviendose de ~~abajo~~ arriba abajo" allude a la relacion entre Mexico rural y Mexico central/el gobierno. Esto demuestra que hay un relacion mala entre los dos lados ademas de demostrar que el gobierno tiene control total. Tambien cuando el autor habla sobre "La luna venia saliendo de la tierra;" allude a que por fin hay un amor entre padre e hijo.

Ademas de usar alusiones, Rulfo's uso ~~de dialogo~~ uso de dialogo demuestra la esperanza del padre, ~~de~~ de otra punta de vista el sentimiento de Latino America. En la historia, cuando el ~~padre~~ padre habla sobre si su hijo vea "algun señal de algo" que debe decirlo representa problemas socioculturales de la epoca. El dialogo

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

deja Rulfo hablar sobre la injusticia en Mexico rural, como las clases economicas. Cuando el hijo menciona que "no se ve nada", es similar al punto de vista de las de clase baja o lugares rurales diciendo que no pueden mejorar su vida.

Para concluir, podemos ver que en "No ayas ladar los perros", por Juan Rulfo hay ejemplos de características del Boom además de comentarlas en el contexto socio-cultural del Mexico rural en el siglo XX. Rulfo hace esto a través de su uso de alusiones y diálogos.

Page 3

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0014368



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1



Question 2



Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

El cuento "No eres ladrar los perros"
 Se describe que están estrellados
 en un lugar oscuro y lejos
 de una ciudad. Van caminando esperando
 a encontrar un lugar de luz. Se encuentran
 unos perros pero parece que nos los
 escuchan el Papa se sienta de
 estar cargando a el hijo so lo
 baja y los dos descansan.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Question 3

Single Text Analysis

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

Overview

Analysis of Single Text is a question that requires students write a coherent and well-organized essay analyzing how the text, which is part of the reading list, represents both the specified period, movement, literary genre, or technique and the given cultural context. In this year’s exam, students were required to analyze how Juan Rulfo’s “No oyes ladrar los perros” (1953) represents the characteristics of the Boom (*El Boom*) and the sociocultural context of rural Mexico in the 20th century (*el México rural en el siglo XX*). Students were also asked to comment on the literary devices relevant to the Boom and to include examples from the text to support their analyses. Students were asked to write their essays in Spanish to demonstrate their proficiency in Presentational Writing in the target language in support of literary analysis.

Sample: 3A

Content Score: 5

This essay clearly analyzes how “No oyes ladrar los perros” represents the characteristics of the Boom, including the representation of poverty and suffering in rural Mexico (“*El Realismo del Boom fue utilizado principalmente para expresar la pobreza y la desolación en los pueblos hispanos*”; “*es evidente al representar la vida del campo en México*”) and an alternative, non-linear focus on time and space (“*Aquí, Rulfo refleja el paso rápido del tiempo que indica que la muerte del hijo se avecina*”; “*el paso del tiempo circular*”). Similarly, the response clearly analyzes how cultural practices and perspectives found in the text relate to the sociocultural context of 20th-century rural Mexico (“*personas trabajadoras en los espacios rurales*”; “*la importancia de familia y la bondad en la cultura mexicana*”). Moreover, the response effectively discusses a variety of rhetorical, stylistic, and structural features in the text, including dialogue (“*Al inicio del fragmento, Rulfo describe mediante el diálogo el conflicto*”), personification (“*Rulfo utiliza la prosopopeya ‘la sombra larga y negra los siguió’ para representar la unidad entre el hombre y el hijo*”), the use of regionalisms (“*mediante los regionalismos [...] el lector obtiene una referencia al origen rural de los personajes*”), and foreshadowing (“*La prefiguración se ve mediante una acción personificada de la luna [...] Aquí, Rulfo refleja el paso rápido del tiempo que indica que la muerte del hijo se avecina*”). The essay includes an explicit statement of purpose (thesis) (“*En el cuento [...] escrito [...] durante el Boom [...] se ilustran las características del movimiento como el realismo mágico y la representación de la pobreza en Latinoamérica, así como la experiencia sociocultural mexicana de la vida cotidiana en el campo y el sufrimiento por la pobreza utilizando recursos literarios.*”), a coherent structure that includes an introductory and concluding paragraph, along with intermediary support paragraphs, and a cohesive and logical progression of ideas in a well-developed essay (“*En el cuento [...] se ilustran las características del movimiento como*”; “*Al inicio del fragmento*”; “*Rulfo logra el mismo efecto*”; “*Debido a que el Boom*”). Analysis is supported by the integration of specific, well-chosen examples throughout the essay (“*Ya debemos estar cerca*”; “*la sombra larga y negra los siguió*”; “*de trasito del monte*”; “*venia saliendo de la tierra*”).

Question 3 (continued)**Language Score: 5**

Language usage in this essay is clear and supports the reader’s understanding of the response (“*utilizado principalmente para expresar la pobreza y la desolación*”; “*se ilustran las características del movimiento*”). Vocabulary is varied and appropriate to the text being discussed, presenting main ideas and supporting details, and also communicating some nuances of meaning (“*así como la experiencia sociocultural mexicana de la vida cotidiana*”; “*mediante el diálogo*”; “*prosopopeya*”; “*regionalismos*”; “*el lector obtiene una referencia al origen rural de los personajes*”; “*prefiguración*”; “*personificada*”; “*se avecina*”). Control of grammatical and syntactic structures is very good (“*intenta llegar a un pueblo lejano para que curen a su hijo*”; “*del cansancio de llevar a su hijo en sus hombros*”), notwithstanding one error (“*Debido a que el Boom fue un estallido literario es hispanoamérica*”); word order and formation are mostly accurate (“*La prefiguración se ve mediante una acción personificada de la luna*”; “*Rulfo logra contar esta historia mediante los recursos literarios*”). The use of cohesive devices and transitional elements is appropriate to guide understanding (“*Al inicio del fragmento*”; “*Rulfo logra el mismo efecto mediante los regionalismos al decir*”; “*una vez más*”; “*Debido a que*”). Except for one error in capitalization (“*es hispanoamérica con aspectos en el cuento*”), writing conventions are accurate (“*mágico*”; “*herido*”; “*fusionada*”; “*refleja el paso rápido*”; “*se avecina*”; “*logra el mismo efecto*”) despite a missing accent mark (“*Latinoamerica*”). Paragraphing shows grouping and progression of ideas.

Sample: 3B**Content Score: 3**

This essay attempts to analyze how the text represents the characteristics of the Boom and the given cultural context (*México rural en el siglo XX*); however, description and narration outweigh analysis. The response describes characteristics of the Boom (“*El Boom latino Americano fue un periodo en tiempo donde la popularidad de la literatura en Latino America increcio*”; “*escribieron sobre muchas temas que se enfocaban en Latino America*”), as well as cultural products, practices, or perspectives of the given cultural context found in the text (“*Rulfo hablar sobre la injusticia en Mexico rural, como los clases economicos*”; “*es similar al punto de vista [...] de clase baja o lugares rurales diciendo que no pueden mejorar su vida*”). The essay also describes some rhetorical, stylistic, or structural features in the text (“*Rulfo’s uso de allusiones demuestran precisamente características del Boom*”; “*Rulfo’s uso de dialogo demuestra la esperanza del padre*”). It includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas (“*En ‘No oyes ladrar los perros’ por Juan Rulfo, el autor utiliza allusiones y dialogo para hablar sobre Mexico rural en el siglo XX*”; “*Ademas de usar allusiones, Rulfo’s uso*”; “*Para concluir, podemos ver que en ‘No oyes ladrar los perros’, por Juan Rulfo hay ejemplos*”). There is some elaboration on main points; examples are used to support observations, but these are not always clear or relevant (“*Cuando el autor menciona que ‘la sombra larga y negra de los hombres suguió moviendose de arriba abajo’ allude a la relacion entre Mexico rural y Mexico central/el gobermento*”; “*Cuando el hijo menciona que ‘no se ve nada’, es similar al punto de vista de las de clase baja*”). If the essay had explained, rather than merely described, features of the text that represent the specified literary genre and cultural context and offered clearer examples to support commentary, it would have received a higher score.

Question 3 (continued)**Language Score: 3**

Language usage in this response is appropriate to the task and sometimes accurate; although the use of language is somewhat limited, it supports the reader’s understanding of the response. Vocabulary is appropriate to the text being discussed (“*allusiones demuestran precisamente características del Boom como el descripción de relaciones inter personales*”; “*demuestra la esperanza del padre*”; “*ademas de demostrar que el gobierno tiene control total*”), but it limits the student’s ability to present some relevant ideas (“*allude a la relación entre Mexico rural y Mexico central/el goboermento*”). Although control of grammatical and syntactic structures is adequate (“*ademas de demostrar que el gobierno tiene control total*”), there are errors (“*fue un periodo en tiempo*”; “*Rulfo’s uso de allusiones*”; “*el descripción*”; “*hay un relación mala*”; “*el padre habla sobre si su hijo vea*”; “*Rulfo hablar sobre la injusticia*”). While there are errors in the use of verb tenses and mood (“*Habian nuevas poetas*”; “*Rulfo’s uso de allusiones demuestran*”; “*sobre si su hijo vea*”), they do not detract from overall understanding; word order and formation are sometimes accurate (“*representa problemas socioculturales de la epoca*”). Writing conventions are sometimes accurate; there are numerous errors in spelling (“*Latino America*”; “*increcio*”; “*allusiones*”; “*suguió*”; “*allude*”; “*atraves*”), and missing accent marks (“*dialogo*”; “*Mexico*”; “*características*”; “*descripción*”; “*ademas*”; “*situación*”; “*relación*”; “*epoca*”; “*economicos*”), but they do not detract from overall understanding. Paragraphing in the essay shows grouping of ideas.

Sample: 3C**Content Score: 1**

This essay is inaccurate and insufficient. The response demonstrates a lack of understanding of the characteristics of the text that represent the specified movement of the Boom (“*estan estrendidos en un lugar oscuro y lejos de una ciudad*”). It also demonstrates a lack of understanding of the text and the cultural products, practices, and perspectives of the given cultural context of 20th-century rural Mexico found in the text (“*el papa se cansa de estar cargando a el hijo*”). The response does not correctly identify rhetorical, stylistic, or structural features in the text. There is no statement of purpose or evidence of organization. The response contains frequent errors of interpretation that significantly detract from the overall quality of the essay (“*Se encuentran unos perros*”; “*lo baja y los dos descansan*”). If the essay had demonstrated an understanding of “No oyes ladrar los perros” and offered some attempt to analyze this text’s relationship to the Boom, and the sociocultural context of 20th-century Mexico, it would have received a higher score.

Language Score: 1

Language usage in this essay is inappropriate to the task and inaccurate. Vocabulary is insufficient and inappropriate to the text being discussed; errors render comprehension difficult (“*se desarrolla que estan estrendidos en un lugar oscuro*”). Control of grammatical and syntactical structures is inadequate (“*Van caminando esperando a encontrar un lugar o luz*”; “*se encuentran unos perros*”); errors in verb forms, word order, or word formation are serious enough and impede comprehension frequently (“*cargando a el hijo*”; “*so lo baja*”). Writing conventions are inaccurate; errors of spelling and punctuation are nearly constant, and they also impede comprehension (“*desarolla*”; “*estan estrendidos*”; “*parece que no los escucha el papa se cansa de estar cargando a el hijo so lo baja*”). The single paragraph does not show grouping of ideas.