

## Chief Reader Report on Student Responses: 2022 AP<sup>®</sup> Spanish Language and Culture Free-Response Questions

• Number of Readers	1,086			
<b>Total Group</b>				
• Number of Students Scored	155,931			
• Score Distribution	Exam Score	N	%At	
	5	36,737	23.6	
	4	44,363	28.5	
	3	46,359	29.7	
	2	23,372	15.0	
	1	5,100	3.3	
• Global Mean	3.54			
<b>Standard Group*</b>				
• Number of Students Scored	48,717			
• Score Distribution	Exam Score	N	%At	
	5	7,563	15.5	
	4	13,377	27.5	
	3	17,248	35.4	
	2	8,806	18.1	
	1	1,723	3.5	
• Global Mean	3.33			

The following comments on the 2022 free-response questions for AP<sup>®</sup> Spanish Language and Culture were written by the Chief Reader, Scott M. Alvord, Professor of Hispanic Linguistics, 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:** Email Reply

**Topic:** Environmental Responsibility

**Max Score:** 5

**Total Group Mean Score:** 3.44

**Standard Group Mean Score:** 3.39

### ***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 email message. Students were allotted 15 minutes to read the message and write the reply. Students needed to be able first to comprehend the email and then to write a reply using a formal form of address. The reply must address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the email reply was “Global Challenges.” The student was tasked with responding to Eva Blanco, director of Vida Verde, a citizen awareness initiative in charge of creating a program to help schools create more environmentally responsible communities. The student had shown interest in the initiative provided by Vida Verde and now the organization is asking for additional information to prepare an appropriate plan for the student’s school.

The original email asks two questions of the student:

1. Why do you think this environmental project is important for your community?
2. Can you tell us what your school is already doing to promote environmentally friendly practices that help to protect the environment?

In the directions for this task, the student was 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 they had to explain why the project is important for their community and what environmentally friendly practices are already in place in their school. Successful student responses demonstrated a clear exchange of information using formal register. Responses also showed evidence of eliciting information needed for Eva Blanco to develop an appropriate plan for the school by using a variety of vocabulary not included in the prompt. In their responses, students also had questions regarding the start and cost of the project and if other schools are participating.

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

Some students misunderstood elements of the prompt referring to *hábitos ecológicos*, environmentally friendly practices, as habitat for animals. Additionally, the term *medio ambiente*, environment, was also interpreted as the atmosphere of the community or school, the sense of safety in school. Samples also showed that in some cases the introduction did not reflect that an interaction in which the student had shown interest in the campaign initiative had already happened. Some responses addressed the prompt

from a different role, such as the principal of the school, without realizing that the email was sent to them as a student. Some responses in the mid-low range used inconsistent register. Most responses in the mid-low range were also missing the request for additional information, as is required in the general directions of the task. Additionally, some students wrote about what they were doing for the environment and had no mention of school programs already established in their school.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some responses demonstrated inappropriate or partial control of conventions for formal correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Responses demonstrated control of conventions appropriate for formal correspondence.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses included an inconsistent use of register, using <i>tú/usted</i> or <i>hola hasta luego/sinceramente</i> inappropriately for formal correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Responses included consistent and appropriate use of register, including more formal language in greetings and closings.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses demonstrated limited vocabulary resources when answering the first question regarding why <i>Vida Verde's</i> project is important to their community.</li> </ul>	<ul style="list-style-type: none"> <li>Responses in general used the term community from the first question referring to something as large as a continent or as small as a family unit.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses demonstrated misunderstanding of lexical items (<i>hábitos ecológicos, medio ambiente</i>) leading to less appropriate responses.</li> </ul>	<ul style="list-style-type: none"> <li>Responses demonstrated understanding of addressing what they were already doing in school to promote environmentally friendly practices.</li> </ul>
	<ul style="list-style-type: none"> <li>Responses demonstrated an understanding of these lexical items allowing for ample elaboration on environmentally friendly practices in the school.</li> </ul>

**Based on your experience at the AP<sup>®</sup> 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 email) carefully in order to understand what they ultimately must do, i.e., write a response to the email, including a formal greeting, answers to the questions posed in the email, a request for information, and a formal closing. Teachers should suggest that students 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 email 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 a formal form of address is much more than simply using *tú* or *usted*. Students should be provided with samples of authentic emails to point out

aspects of the formal greetings, requesting information, and other formal conventions of interpersonal writing before asking students to write their first AP email reply.

- Teachers should assign Email Reply prompts for students to complete under the same conditions and time constraints as on the exam (including hand-writing the assignment) 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.
- Teachers should encourage students to elaborate in the body of the email. This could be done early in the year by having the whole class engage in the development of an email 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 time to proofread their email replies to correct grammatical and syntactical errors and to check spelling, accents, and punctuation. When practicing email replies in class, students could engage in peer editing.
- Teachers should meet with colleagues who teach AP French, German, and Italian Language and Culture to determine what common shared challenges there are across languages for this task and then brainstorm strategies that will improve student performance.

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

- The AP Spanish Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students' skills in writing successful email replies. The Email 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.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Language and Culture within AP Classroom. As noted above, the Email Reply task model is presented and practiced in Units 1, 3, and 5 (including multiple AP Daily Videos that focus on developing strategies for and practicing email replies) and again in the 2022 AP Exam On-Demand Review Video Session 1. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/classroom-resources?course=ap-spanish-language-and-culture>
- Through AP Classroom, teachers can also access three Practice Exams in the AP Question Bank, which provide practice in the Email Reply and can be scored using the provided scoring guidelines.
- Teachers should download the scoring guidelines for the Email Reply task available on the AP Spanish Language and Culture Exam page and use them to review expectations for student performance: <https://apcentral.collegeboard.org/pdf/ap21-sg-spanish-language.pdf?course=ap-spanish-language-and-culture>
- Teachers should view the AP World Language and Culture Online Module on interpersonal writing, *Interpersonal Communication: Developing Writing Abilities*, by Nyan-Ping Bi in order to learn some strategies that focus on developing students' interpersonal writing skills. Teachers can access this online module here: <https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/developing-interpersonal-writing-abilities/index.html>
- Teachers should choose a sample Email Reply prompt from the posted free-response questions from 2014–2021 on the Exam Page on AP Central and access the corresponding 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>

## Question 2

**Task:** Argumentative Essay

**Topic:** Should Uniforms Be Used in Schools?

**Max Score:** 5

**Total Group Mean Score:** 3.42

**Standard Group Mean Score:** 3.45

### ***What were the responses to this question expected to demonstrate?***

This task assessed writing in the presentational communicative mode by having the student write an argumentative 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 to the audio source twice. Afterward, they had 40 minutes to write the essay. Students were asked to clearly present and thoroughly defend their own position on the topic. They were instructed to integrate viewpoints and information they found in all three sources to support their argument. As students referred to the sources, they were supposed to identify them appropriately and organize their essay into clear paragraphs. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the argumentative essay task was “Contemporary Life,” and it asked students whether or not uniforms should be used in school. The sources included an article, a graphical representation of survey data, and an audio segment. The first source, the article, “*El uniforme escolar; pros y contras*,” provided students with reasons in favor of and reasons against the use of uniforms; there was sufficient information for students to include depending on their point of view and argument. The second source, the chart, “*¿Está de acuerdo con el uso del uniforme?*” provided data based on a survey to the families of students between the ages of 0–16 in the form of pie charts. And the third source, the audio source, “*La vuelta a los uniformes, a favor o en contra*,” provided reasons why some schools decided to implement the use of uniforms and the advantages for students.

### ***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 by responding to the prompt, clearly articulating a position on the topic, and defending that position using information from the sources provided. The topic of the task was accessible to students and one that they may have thought about and discussed in their AP Spanish Class when working with the theme of Personal and Public Identities. Source 1 was very accessible to students, with clear arguments both for and against the use of uniforms separated in a numbered list. This facilitated comprehension and helped students reference the source in their writing. Sources 2 and 3 also provided information both for and against the use of uniforms that students used to support a variety of opinions and positions regarding the question of the prompt.

Responses in the high range reflected a high degree of comprehension of the sources, as well as the ability to integrate information in support of their argument. These responses demonstrated comprehension of the sources, as well as the higher-level skill of being able to integrate the information from the sources in development of the argument. Responses in the mid-range resorted to summarizing the information from the sources; each paragraph in the essay was a reference to a particular source, and many reflected some organization with limited use of transitional devices connecting ideas and the different paragraphs. Responses in the low range demonstrated a low degree of comprehension of the sources and often included only two of the sources, mostly 1 and 2. These responses had difficulty clearly referencing and/or citing information from the sources, and their language use made their responses partially understandable, with errors that forced

reader interpretation. Given that the topic was so familiar to the students, many responses included viewpoints related to or similar to the sources, but it was unclear whether the student understood those viewpoints from the sources or not.

***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 sources into the argumentative essay. Also, some responses merely discussed both the pros and cons of students wearing uniforms but never answered the question of the prompt about whether or not they should be used.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Some responses demonstrated a lack of understanding of the graphic (Source 2). Specifically, responses showed a misunderstanding of the data, which was gathered from parents and not students of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>Successful responses clearly articulated an argument on the topic and defended that position throughout the essay. While the majority of successful responses indicated a clear “yes” or “no” position, many successful responses articulated an argument of “yes” in certain circumstances and/or “no” in certain circumstances.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses included a discussion of the pros and cons of students wearing uniforms but never argued whether or not they should be used in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Successful responses demonstrated an understanding that parents overall agreed more with uniform use at the preschool and elementary age level than students in high school.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses presented (and often defended) their own viewpoints but did not use the sources provided to defend and develop the argument. Responses substituted personal experiences and opinions in place of information from the three sources.</li> </ul>	<ul style="list-style-type: none"> <li>Successful responses clearly and appropriately integrated information from the sources to develop the viewpoint. Information from the sources was clearly cited.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses in the low range made very simplistic arguments by providing their own opinion without integrating any of the sources, making a claim, or using evidence from the sources in support of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>Most successful responses used more than one example from each of the three sources in support and development of their argument.</li> </ul>

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

- Teachers should help students clearly understand the task of writing and developing an argumentative essay in Spanish including how to clearly and explicitly answer the question asked in the prompt.
- Teachers should help students develop comprehension skills for interpreting information from charts, graphs and infographics and understanding the implications of the data in regard to supporting the student's argument.
- Teachers should provide students with ample opportunities to engage with authentic audio and written sources throughout the course of the year.
- Teachers should help students understand the different components of an essay, such as an introduction, body paragraphs, and conclusion. Special attention should be given to writing and identifying the thesis statement.
- Teachers should focus on addressing lexical and grammatical issues that are applicable to writing about any topic. A variety of transitional elements would enhance organization and create a higher-quality essay.
- Teachers should gradually scaffold the task of writing an argumentative essay in order to help students build confidence and improve their writing skills.
- Teachers should help students differentiate between summarizing a source's viewpoint and integrating a source's viewpoint in defense of the student's own opinion.
- Teachers should help students learn and develop a writing style that communicates an argument driven by the student's own voice and supported by the sources.
- Teachers should help students learn and practice citing sources appropriately and unambiguously.
- Teachers should provide numerous opportunities for their students to engage in argumentative writing using sources that present different and even contradictory points of view.
- Teachers should assign other persuasive (argumentative) essay prompts 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.
- Teachers should meet with colleagues who teach French, German, and Italian to determine what common shared issues there are across languages and to share strategies that will improve student performance.

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

- The AP Spanish Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building student's skills in writing successful argumentative essays. The Argumentative Essay task model is presented and practiced in Units 2, 4, and 6. This task is scaffolded to build student's 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 Units 4 and 6, they 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.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Language and Culture within AP Classroom. As noted above, the Argumentative Essay task model is presented and practiced in Units 2, 4, and 6 (including multiple AP Daily Videos that focus on introducing, developing strategies for, and practicing argumentative essays) and again in the 2021 AP Exam On-Demand Review Video Session 8 and in the 2022 AP Exam On-Demand Review Video Session 4. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/classroom-resources?course=ap-spanish-language-and-culture>.

- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access persuasive essay tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice with the essay task and can be scored using the provided scoring guidelines.
- Teachers should view the AP World Language and Culture online module on Presentational Writing, *Presentational Communication: A Focus on Writing*, by Dr. Federica Santini in order to learn about strategies, resources, and activities that focus on developing presentational writing skills. Teachers can access this online module here: <https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-writing/index.html>
- 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/pdf/ap21-sg-spanish-language.pdf?course=ap-spanish-language-and-culture>
- Teachers should choose a sample essay prompt and its sources from the posted free-response questions from 2014–2022 from AP Central 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 further inform them of expectations for performance on this task. Sample responses can be accessed here: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam>

### Question 3

**Task:** Conversation

**Topic:** Family Gathering

**Max Score:** 5

**Total Group Mean Score:** 3.92

**Standard Group Mean Score:** 3.07

#### ***What were the responses to this question expected to demonstrate?***

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.

#### ***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, and they provided a variety of answers that incorporated their knowledge of times of the year, locations, activities, and food types that would be appropriate for a family celebration. The responses showed a variety of language functions, including expressing opinions, providing details, proposing an activity, suggesting options, and deciding on a method of communication. 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 demonstrating misconceptions and knowledge gaps showed limited listening comprehension skills of the questions asked by the interlocutor. They also demonstrate the inability to appropriately use

lexical and grammatical resources to respond and elaborate appropriately in the context of a conversation about plans for an upcoming family gathering.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> <li>Responses in the lower score range (1–2) were often inappropriate, as students were unable to comprehend the spoken prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Responses in the high score range (4–5) showed a clear understanding of all or most of the questions, as evidenced by responses that were appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses showed a lack of familiarity with the concept of “<i>época del año</i>” as a time of the year, instead interpreting this term as referring to a period of time in history.</li> </ul>	<ul style="list-style-type: none"> <li>Responses in the high score range reflected the students’ ability to understand Carolina’s request as a time frame for the party instead of a theme, appropriately following the conversation outline.</li> </ul>
<ul style="list-style-type: none"> <li>Some weaker responses mentioned a list of foods and activities that students liked instead of suggesting suitable options to arrange or prepare for the family event.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses included explicit mentions of foods and activities that could be planned or purchased for the gathering, expressing their ideas with varied and appropriate vocabulary.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses in the mid-range showed control of grammar and basic vocabulary, but the lack of details and elaboration provided prevented students from showing a more comprehensive range of language resources.</li> </ul>	<ul style="list-style-type: none"> <li>Stronger responses provided elaboration and detail by including specific suggestions for locations and communication methods, as well as foods and activities. These more expansive answers allowed students to demonstrate a wide variety of vocabulary and language use.</li> </ul>

**Based on your experience at the AP<sup>®</sup> 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 that engage students in spoken, spontaneous, unrehearsed, interpersonal communication, requiring negotiation of meaning, rather than performing memorized dialogues for oral practice.
- Teachers should consider meeting with colleagues who teach AP French, German, and Italian Language and Culture to determine what common shared issues exist for this task across languages and to brainstorm strategies that will improve student performance.
- Teachers should work with students so they can internalize the time of 20 seconds and learn to respond with elaboration and detail in the 20 seconds they have for each of their five responses in this task.

- 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 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 interpersonal communication strategies of using circumlocution, adding detail and elaboration, and providing examples and anecdotes. These strategies will help students 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 *contesta*, *explica*, *responde con detalles*, and *sugiere un plan*.
- Teachers should explain the task structure and provide multiple opportunities to practice using previous years’ interpersonal speaking tasks.
- Teachers should provide students with the opportunity to practice recording 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 allows for accurate scoring. If there is a problem with audio quality, teachers should promptly 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 AP Spanish Language and Culture Course and Exam Description (CED) contains suggestions in the Unit Guides for building students’ skills and confidence 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.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Language and Culture within AP Classroom. As noted above, the Conversation task model is presented and practiced in Units 1, 3, and 5 (including multiple AP Daily Videos that focus on developing strategies for and practicing student conversations) and again in the 2021 AP Exam On-Demand Review Video Session 1 and in the 2022 AP Exam On-Demand Review Video Session 7. AP Classroom may be accessed here: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/classroom-resources?course=ap-spanish-language-and-culture>
- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can access conversation tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for the Conversation task and can be scored using the provided scoring guidelines.
- Teachers should go to AP Central and view the AP World Language and Culture Online Module on presentational speaking, *Interpersonal Communication: Enhancing Student’s Interpersonal Speaking Abilities*, by Clarissa Adams-Fletcher to learn about strategies, resources, and activities that focus on developing interpersonal speaking skills. Teachers can access this online module here: [https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/interpersonal-communications/story\\_html5.html](https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/interpersonal-communications/story_html5.html)

- 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 select conversations from those available from 2014–2022 along with the provided sample responses. They should have students listen to the sample 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>
- Teachers should guide students on how to use the conversation outline to their advantage. As you look at examples from previous years, point out commonalities from year to year so students can anticipate possible types of responses.

## Question 4

**Task:** Cultural Comparison

**Topic:** Going Out with Friends

**Max Score:** 5

**Total Group Mean Score:** 3.15

**Standard Group Mean Score:** 3.03

### ***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 presentation had to compare an area of the Spanish-speaking world to the students' own or another community of their choice, demonstrating understanding of cultural features of the Spanish-speaking world. Furthermore, the presentation had to be organized clearly. The response received a single holistic score based on how well it accomplished the assigned task.

The course theme for the cultural comparison task was “Contemporary Life.” The prompt asked the student to elaborate on the practice of going out with friends—going for coffee, going to the movies, going out for dinner—and compare its importance in their own (or other) community and in the lives of people in a cultural community where the target language is spoken. Students could base their responses on what they had experienced, studied, or observed.

### ***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 by effectively comparing various practices related to going out with friends in both communities and by elaborating on the cultural importance or perception of these activities in a Spanish-speaking community. Responses showed a variety of approaches to the topic and task, with examples that included reflections on the importance of cultural practices related to different activities that friends do when they go out or their alternatives. Some of the practices mentioned included walking around a park or a plaza, going out for coffee, going out to dinner, staying home with family, and playing sports. The connections between these practices and pertinent perspectives were often related to societal, cultural, and economic differences. For example, there were references to security (“dangerous to go out”), access to technology (“there’s more/less access”), family values (“family is more important”), and finances (“fewer financial resources,” “have to work”). Additionally, successful responses demonstrated strong linguistic abilities, including the use of varied and appropriate vocabulary (“*convivir*,” “*bajos recursos*,” “*infraestructura*”), control of a range of grammatical structures, and logical organization (“*primero*,” “*además*,” “*también*,” etc.).

**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"> <li>Many responses in the lower range only included information about different activities people do when going out with friends without delving into the importance of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Strong responses demonstrated an accurate understanding of the task prompt, i.e., the connection between the activities of going out with friends and the importance in the two communities that were being compared.</li> </ul>
<ul style="list-style-type: none"> <li>Some responses used implicit references to the importance of going out with friends resulting in an overly general comparison.</li> </ul>	<ul style="list-style-type: none"> <li>The most successful responses provided an explicit connection to the importance of going out with friends, and they elaborated on the significance of familial, cultural, and social practices, as well as other complex relations.</li> </ul>

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

- Teachers should make sure that their students read the prompt carefully and address all parts of the task.
- Teachers should remind their students to differentiate between the general AP “*Tema curricular*” and the specific topic of the presentation for that year, so they can correctly deliver a pertinent presentation about the latter and not the former. Teachers should remind their students of the need to always include two communities in their cultural comparison, one of them being a Spanish-speaking community.
- Teachers should present students with similar practice questions that contain two or multiple parts, and break them down into their constitutive elements: “*la importancia de las salidas,*” their effect on “*la vida de las personas,*” and on “*a región del mundo hispanohablante,*” as well as on the community that is familiar to the student (or another community).
- Teachers should work with their Vertical Team to ensure that students observe and compare cultural products, practices, and perspectives starting from the Novice level and to make sure that they have significant practice in making comparisons between cultures.
- By working with colleagues in AP French, German, and Italian Language and Culture, teachers can develop an understanding of the challenges of this task and work together to brainstorm strategies for improving student performance.
- Teachers should expose students to a wide variety of authentic written, audio, audiovisual, and visual texts and materials, and they should encourage students to make observations and inferences about the cultures of the target language.
- Teachers should help students make connections with prior knowledge about vocabulary and grammar, exposing them throughout the year to word banks related to the different AP Themes and the various uses these words can have in different Spanish-speaking countries.

- Throughout the year, teachers should have their students practice 2-minute presentations so that they feel ready to complete the task in the time they will have on the exam. Teachers should familiarize students with the specific descriptors that illustrate each AP score. When students complete a cultural comparison presentation, teachers should provide immediate feedback so that students have the opportunity to improve their performance in their next attempt. Teachers should always base their feedback to students in the Scoring Guidelines to explain why a specific score was given during practice presentations, and they should focus on what students should do to move their performance to the next level.
- Teachers should provide effective strategies for making cultural comparisons. They should encourage the use of Venn diagrams or t-charts so that students can organize their thoughts when preparing the cultural comparison.
- As students prepare for cultural comparison presentations, teachers should encourage them to jot down their thoughts using key words/phrases instead of trying to write out a complete presentation in the 4 minutes they have to prepare.
- 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 have their students practice recording this speaking task using the same technology that will be used to take the exam starting early in the year. Acquainting students with the recording technology in advance will help to avoid confusion and delays on the day of the exam.
- Teachers should verify that the quality of recordings allows 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 AP Spanish Language and Culture 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 1-minute cultural presentation about an aspect of culture learned in that unit; in Unit 2, they perform a 1-minute cultural comparison; in Unit 3, a full 2-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.pdf>
- Teachers should become familiar with all the online resources available to support instruction and assessment for AP Spanish Language and Culture within AP Classroom. As noted above, the Cultural Comparison task model is presented and practiced in all six units (including multiple AP Daily Videos that focus on developing strategies for and practicing student conversations) and again in the 2021 AP Exam On-Demand Review Video Session 2 and in the 2022 AP Exam On-Demand Review Video Session 5. AP Classroom may be accessed here:  
<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/classroom-resources?course=ap-spanish-language-and-culture>

- Through AP Classroom, teachers can access the AP Question Bank. This is a searchable collection of past AP Exam questions where teachers can find and access Cultural Comparison tasks from previous exams. Teachers can also access three practice exams aligned to the 2022 Exam in the AP Question Bank, which provide additional practice for the cultural comparison and can be scored using the provided scoring guidelines: <https://apcentral.collegeboard.org/pdf/ap21-sg-spanish-language.pdf?course=ap-spanish-language-and-culture>
- Teachers should go to AP Central and view the AP World Language and Culture Online Module on presentational speaking, *Presentational Communication: A Focus on Speaking*, by Angelika Becker, to learn about strategies, resources, and activities that focus on developing presentational speaking skills. Teachers can access this online module here: [https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-speaking/story\\_html5.html](https://secure-media.collegeboard.org/ap/modules/world-languages-cultures/presentational-communications-speaking/story_html5.html)
- Teachers can select sample responses to cultural comparisons posted on AP Central from 2014–2021 and have students listen to them and apply the scoring guidelines to help them understand expectations for how this task is evaluated: <https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/exam>