
AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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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 present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

AP® Spanish Language and Culture 2023 Scoring Guidelines

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
				<p>Scoring note: A response that meets the majority (but not necessarily all) of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.</p>

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 although recording equipment is functioning

Question 3

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

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of the 5 turns in the conversation. The series of 5 responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation, according to the outline as well as the simulated interlocutor’s utterance.

The curricular theme for this task was “Beauty and Aesthetics.” The students were asked to engage in a conversation with Mariano, the president of the film club at their school, to discuss the organization of a school film festival. There were five audio prompts:

1. In the first prompt, Mariano greets the student and asks what kinds of movies should be included in the festival and why. The outline directs students to respond with details.
2. In the second prompt, Mariano affirms the suggestions and asks how they can promote the film festival so that it will attract a lot of people. The outline directs students to respond with details.
3. In the third prompt, Mariano explains that they have to prepare a presentation about each film so that their peers will understand the films better. He asks what information can be included and why. The conversation outline indicates that the student should respond and give an explanation.
4. In the fourth prompt, Mariano adds that teachers could help them with the event and asks how the teachers can help. The student is asked to respond with details.
5. In the fifth prompt, Mariano comments that in looking at the calendar he sees that the auditorium is busy on the days they had wanted the festival to take place. The student is asked to make a suggestion.

Sample: 3A

Score: 5

Transcript of Student’s Response(s)

Hay muchos diferentes tipos de película que podríamos presentar, creo que los most p . . p . . populares que durante el . . festival serían películas de acción, uh tal vez películas de misterio ooo . .

Question 3 (continued)

Creo que una manera de promocionarlo muy buena sería hacer algo en Instagram o un red social porque muchas personas podrían verlo. También podríamos poner ahh . . pósteres en la escuela alrededor en las pad . . paredes o los salones

Creo que es una buena idea ahh . . decir el género de la película, también una descripción pequeña sobre que se trata la película también. Ahh . . creo que sería muy importante . . ahh . . decir ah algunas cosas sobre la película para que las personas saben qué van a ver.

Pues creo que es . . ahh . . una buena idea preguntar que ellos . . si ellos están bien con pósteres en la escuela primeramente. Tambien ahh . . podríamos discutir con ellos cuáles películas serían apropiados para la escuela y buenos para las personas ahh . .

Pues podríamos hacerlo en el gimnasio o en la biblioteca también, esto estaría bien, o podríamos discutir otra opción. También podremos umm . . hacerlo en un salón, oo hacer diferentes películas en diferentes salones para que personas pueden escoger cuál quieren ver. Sólo es una idea.

Commentary

This response demonstrates a strong performance in Interpersonal Speaking. The response maintains the exchange with a series of replies that is clearly appropriate within the context of the task and it provides all the required information, including types of films that could be featured in the festival (“*películas de acción, tal vez películas de misterio*”), how to promote the event (“*hacer algo en Instagram o un red social*”; “*pósteres en la escuela*”), what kind of information could be provided about each film in advance (“*el género de la película, también una descripción pequeña sobre que se trata la película*”), how teachers can help (“*podríamos discutir con ellos cuáles películas serían apropiados para la escuela*”), and options for a new location (“*gimnasio*”, “*biblioteca*”, “*salón*”, or “*diferentes salones*”). The response provides this information with frequent elaboration (“*También podremos ahh . . hacerlo en un salón, oo hacer diferentes películas en diferentes salones para que personas pueden escoger cuál quieren ver*”, “*decir el género de la película, también una descripción pequeña sobre que se trata la película también*”).

The conversation is fully understandable, and it has ease and clarity of expression with occasional errors that do not impede comprehension: “*para que personas pueden escoger cuál quieren ver*”; “*si ellos están bien con pósteres en la escuela primeramente.*” The vocabulary in the response is varied and idiomatically appropriate (“*podríamos presentar*”; “*podríamos discutir otra opción*”; “*cuáles películas serían apropiados para la escuela*”; “*decir el género de la película*”), and there is grammatical accuracy and syntactic variety with few errors that do not affect intelligibility (“*para que las personas saben qué van a ver*”; “*cuáles películas serían apropiados*”). There is mostly consistent and appropriate use of register, maintaining a polite informal tone throughout the exchange: “*Pues podríamos hacerlo en el gimnasio*”; “*podríamos discutir con ellos.*” Pronunciation, intonation, and pacing make the response comprehensible, and errors do not affect its clarity: “*creo que los most p . . p . . populares*”; “*una descripción pequeña sobre que se trata la película.*” Lastly, self-correction tends to make the response more comprehensible: “*en las pad . . paredes.*”

Question 3 (continued)

Sample: 3B

Score: 3

Transcript of Student's Response(s)

¡Qué onda Mariano! ¿Cómo has estado? Ahhh . . . yo pienso que los películas como ahhh . . . ahhh . . . románticas son buenas por los estudiantes porque muchas personas le gusta y también los ahhh . . .

Sí, yo pienso que necesitas muchos anuncios porque los estudiantes que no estoy muy . . . ahhh . . . ahh . . . interés en . . . la gen . . . este festival puede . . . quiere ver un cine . . .

Pienso que . . . oh, creo que es mejor para incluir un resumen de los películas, también la tema, yyyy . . . los . . . ahh . . . algunas cosas que estén muy interesante de los películas y . . .

Ah, me gusta la idea para incluir maestros . . . ahhh . . . pero ¿está seguro que . . . ahhh . . . maestros quiere ayudar? Porque . . . ahhh . . . pienso que es difícil pero los . . . ahhh . . . maestros de matemáticas or . . . ahhh . . .

Te recomiendo quee . . . ahhh . . . hable con, hables con los personas que organizado un . . . este festival . . . ahhh . . . yyy . . . tene un conversación . . . ahhh . . . sobre los fechas. ¡Me encantó hablar contigo!

Commentary

This response demonstrates a fair performance in Interpersonal Speaking. The response maintains the exchange with a series of replies that is somewhat appropriate within the context of the task. The answer to the first prompt suggests what types of movies would be appropriate for the festival that is being planned and why: “*románticas son buenas por los estudiantes porque muchas personas le gusta.*” The answer to the second prompt indicates how to promote the festival (“*necesitas muchos anuncios*”). The answer to the third prompt recommends including a summary of the movie in a hypothetical presentation for the prospective audience: “*creo que es mejor para incluir un resumen de los películas; también la tema.*” The answer to the fifth prompt suggests talking to the people organizing the event about the dates: “*Te recomiendo quee . . . ahhh . . . hable con, hables con los personas que organizado . . . sobre los fechas.*” The response provides most required information, but the answer to the fourth prompt does not really respond to the question about ways in which teachers can help with the organization of the event: “*pero ¿está seguro que . . . ahhh . . . maestros quiere ayudar?*”

With regards to language, the response is generally understandable, but it includes both errors that impede comprehension (“*los estudiantes que no estoy*”) and minor inaccuracies that do not affect it (“*Te recomiendo quee . . . ahhh . . . hable con, hables con los personas*”). The vocabulary in the response is appropriate but basic. It is not always idiomatically accurate: (“*cine*” is used in place of “*película*” and “*interés*” instead of “*interesados*”) or precise (“*algunas cosas*”; “*muchas personas*”), and it tends to be repetitive, (“*maestros*”, “*películas*”, “*estudiantes*”).

Question 3 (continued)

The conversation shows some control of basic grammar, syntax, and usage, but there are frequent errors in agreement and verb conjugations: “*los películas, películas románticos, una resumen, la tema, los estudiantes que no estoy muy interés.*” The use of register is inconsistent, including some switches between informal and formal forms of address in the second person form of some verbs: “*¿Cómo has estado?*”; “*¿está seguro que.*” Pronunciation, intonation, and pacing make the response generally comprehensible: “*yo pienso que necesitas muchos anuncios porque los estudiantes que no estoy muy . . . ahhh . . . ahh . . . interés en . . . la gen . . . este festival puede . . .*” Lastly, self-correction or clarification sometimes improves comprehensibility (“*te recomiendo que hable con . . . hables con . . .*”) but not always (“*este festival puede . . . quiere ver un cine . . .*”)

Sample: 3C**Score: 1****Transcript of Student’s Response(s)**

¡Hola Mariano! ¿Cómo está usted? Ahh . . . ahh . . . yo pienso queee . . . ahhh . . . tú incluir . . . incluyes . . . ahhh . . . el cine . . . ahh . . . “Blended”, es un “movie” en el cine . . . ahhh . . .

Gracias por la . . . ahhh . . . pregunta. Yo pienso que muchas personas . . . ahhh . . . ahh . . . ven . . . vengo a . . . ahh . . . el cine, un festival de cine y el idea es muy bien.

Umm . . . ahh . . . yo trae . . . yo traigo mis amigos Sofía y Hailey . . . yy . . . ahh . . . yo paso el palabra en . . . ahh . . . a otros . . .

Sí . . . ahh . . . juego . . . juego . . . juegas el cine “Blended”. Yo vengo . . . ahhh . . . a un festival de cine y . . . ahh . . . yo traigo mis amigos y mi familia.

Gracias por considerable, mis idias y . . . ahh . . . me encantaría hablar con su en el . . . ahh . . . el tiempo también . . . ahh . . . conocer el café . . .

Commentary

This response demonstrates a poor performance in Interpersonal Speaking. The response is an unsuccessful attempt to maintain the exchange by providing a series of replies that is inappropriate within the context of the task. It suggests the movie *Blended* but the rest of answers are very incomplete, and they provide very little required information in response to each question. The answer to the second prompt indicates that many people will go to the festival, but it does not mention ways to promote it: “*Yo pienso que muchas personas . . . ahhh . . . ahh . . . ven . . . vengo a . . . ahh . . . el cine, un festival de cine y el idea es muy bien.*” The answer to the third prompt does not address what to include in the presentation about the films: “*yo traigo mis amigos Sofía y Hailey.*” For the fourth prompt, the response does not mention the teachers and is irrelevant in relation to the question: “*Yo vengo . . . ahhh . . . a un festival de cine y . . . ahh . . . yo traigo mis amigos y mi familia.*” In the fifth prompt, the response does not suggest another option for the venue of the event: “*me encantaría hablar con su en el . . . ahh . . . el tiempo.*”

Question 3 (continued)

In terms of language, the response is barely understandable with frequent errors that impede comprehensibility: “*me encantaría hablar con su en el uh tiempo uh también*”; “*el idea es muy bien*.” It contains very few vocabulary resources, and it includes several words in English and incorrect literal translations: “*juegas el cine "Blended"*”; “*es un movie*”; “*yo paso el palabra en a otros*.” There is almost no control of grammar, syntax, and usage: (“*muchas personas vengo al cine*”; “*me encantaría hablar con su*”; “*la idea es muy bien*”), minimal attention to register (“*me gustaría hablar con su*”; “*yo pienso queee . . ahhh . . tú incluir . . incluye*”) and pronunciation, intonation, and pacing make the response difficult to understand: (“*Yo pienso que muchas personas . . ahhh . . ahh . . ven . . vengo a . . ahh . . el cine*”). Lastly, several attempts at clarification and self-correction do not improve comprehensibility: “*Yo pienso que muchas personas . . ahhh . . ahh . . ven . . vengo*.”