

2024



AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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Task 3—Conversation

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Question 3: Conversation

5 points

General Scoring Note: When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence 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 2024 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

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.

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

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of 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 and the simulated interlocutor's utterance.

The curricular theme for this task was "Contemporary Life." The students were asked to engage in a conversation with Izel, a classmate, to collaborate on a project for their Spanish class. There were five audio prompts:

1. In the first prompt, Izel greets the student and asks what Spanish-speaking country they should choose for their project and why. The outline directs students to respond with details.
2. In the second prompt, Izel affirms the suggestions and asks if they should stay in a hotel or with a family. The outline directs students to respond and explain why.
3. In the third prompt, Izel explains they must create an itinerary to explore the country. She asks about activities they could include. The outline indicates that the student should respond with details.
4. In the fourth prompt, Izel praises the ideas in the previous reply and expresses concern indicating that the project is due tomorrow. She asks what they can do to finish their project on time. The outline directs students to respond with a plan.
5. In the fifth prompt, Izel expresses approval of the ideas in the prior turn and then asks how they can make their presentation more interesting for the class. The outline directs students to respond with details.

Sample 3A

Score: 5

Transcript of Student's Response(s)

Yo creo que El Salvador sería un muy bien país para escoger porque hay mucha naturaleza allí y la . . . el país es muy bella tiene muchos volcanes y montañas y playas y la población la gente allí son uhh son muy graciosas uhh y buenas personas y la comida allí es muy buena.

Yo creo que sería mucho mejor quedarnos en casa de familias porque sería un mejor experiencia de uhh cultural uhm y sí quedaríamos en un casa con familia de allí ahh podríamos aprender los costumbres y ver cómo viven cada día y ver la comida que cocinen

Question 3 (continued)

Yo creo que debemos incluir una ahh viaje a la ciudad de San Salvador porque hay mucha historia allí y la cultura está muy rica en San Salvador tienen una biblioteca nueva que tiene muchos libros sobre El Salvador y también creo que debemos ir a las playas.

Yo creo que tengo un solución bueno um podemos si quieres um juntarnos en la biblioteca que está cerca la escuela y podemos trabajar en el proyecto por unas horas allí y de veras pensar en qué podemos hacer y yo creo que eso sería una bien tiempo si

Yo creo que debemos um buscar mucha informazón sobre El Salvador y yo también yo creo que sí tenemos tiempo podemos preparar unas comidas ahh tradicionales del Salvador y ver costumbres tradicionales y presentarlos a la clase por ejemplo podemos

Commentary

This response demonstrates a strong performance in Interpersonal Speaking. The response maintains a coherent exchange with a series of appropriate responses within the context of the task. It provides all the necessary information. In the first prompt, the chosen country for the class project is clearly indicated, and the reasons behind this choice are elaborated successfully: “*porque hay mucha naturaleza allí,*” “*tiene muchos volcanes y montañas y playas,*” “*la comida allí es muy buena.*” The answer to the second prompt selects “*casa de familias*” with extensive elaboration of why, “*sería un mejor experiencia de uhh cultural,*” “*podríamos aprender los costumbres y ver cómo viven cada día.*” The response to the third prompt provides a clear itinerary for visiting San Salvador, including recommended activities to do while there: “*hay mucha historia allí y la cultura está muy rica en San Salvador tienen una biblioteca nueva,*” “*también creo que debemos ir a las playas.*” The answer to the fourth prompt offers a clearly developed plan for completing the project on time: “*si quieres um juntarnos en la biblioteca que está cerca la escuela y podemos trabajar en el proyecto por unas horas allí.*” The response to the fifth prompt provides several ideas on how to promote interest in the trip: “*podemos preparar unas comidas ahh tradicionales,*” “*ver costumbres tradicionales y presentarlos a la clase.*” The response also provides the required information with frequent elaboration. As noted above, the response gives well-developed reasons for choosing El Salvador: “*porque hay mucha naturaleza allí,*” “*tiene muchos volcanes y montañas y playas.*” It also discusses the advantages of staying with families: “*sería un mejor experiencia de uhh cultural,*” “*podríamos aprender los costumbres y ver cómo viven cada día*”; gives cultural details on what to do while in San Salvador, “*hay mucha historia allí y la cultura está muy rica en San Salvador tienen una biblioteca nueva,*” “*también creo que debemos ir a las playas.*” Additionally, the response offers a cogent plan to complete the project on time, and it provides several ideas for building interest in the trip: “*podemos preparar unas comidas ahh tradicionales.*”

In terms of language use, the response is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility: “*Yo creo que El Salvador sería un muy bien país para escoger porque hay mucha naturaleza allí,*” “*podríamos aprender los costumbres y ver cómo viven cada día,*” “*yo también yo creo que sí tenemos tiempo podemos preparar unas comidas.*” The response contains varied and appropriate vocabulary and idiomatic language, “*escoger,*” “*volcanes,*” “*graciosas,*” “*quedarnos,*” “*costumbres,*” “*juntarnos.*” The response also demonstrates accuracy and variety in grammar, syntax, and usage, with few errors: “*El Salvador sería un muy bien país para*

Question 3 (continued)

escoger porque hay mucha naturaleza allí,” “creo que debemos incluir,” “creo que sería mucho mejor quedarnos en casa de familias.” Although the response features some errors in agreement, “*un casa,*” “*un mejor experiencia,*” “*un solución bueno,*” they do not affect its overall comprehensibility and they are not significant for the holistic evaluation of a very strong answer in terms of grammatical accuracy and lexical appropriateness and range. Furthermore, the response shows a consistent use of register that is appropriate for the conversation, “*podemos si quieres um juntarnos,*” “*yo también yo creo que sí tenemos tiempo podemos preparar.*” Pronunciation, intonation, and pacing make the response understandable, and errors do not impede comprehensibility: “*y sí quedaríamos en un casa con familia de allí ahh podríamos aprender los costumbres,*” “*debemos um buscar mucha informazón.*” Additionally, clarification improves comprehensibility, “*la . . el país.*” This response therefore received a score of 5.

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

Hmmm . . Hola ahh . . ojalá que tú uhmm . . tenga un buen día. En mi opinión yo creo que ahh . . la el país de Cuba es el mayor país para yo porque yo soy de Cuba y yo conoz . .

Yo creo que ehh . . casas de familias es mejor porque es más ahh . . personal y hay más detalles con ahh per . . con familias y ahh pueden aprender más

Ahh . . una actividad de Cuba es fútbol, le encanta fútbol . . na . . na . . no es más de otros países ver el fútbol y a cocinar comida con ahh . . las familias grandes con má . . co . .

Ahh . . podemos planear pada ahh . . tiempos para hacer ahh . . el proyecto ahh . . afuera de escuela y como y tú puedes ahh . . viaje a mi casa y

Ahh . . yo creo que ehh ahh . . podemos hacer un presentación en ahh . . PowerPoint o habla con ahh . . ahh . . hojas de papeles y . .

Commentary

This response demonstrates a fair performance in Interpersonal Speaking. The response maintains a coherent exchange with a series of appropriate responses. In the first prompt, the chosen country for the presentation topic is indicated, but the reasons behind this choice are not mentioned. The answer to the second prompt suggests staying with “casas de familias” and provides one clear reason for this election, “*pueden aprender más,*” but is not fully understandable, “*hay más detalles con ahh per . . con familias.*” The answer to the third prompt recommends two activities without development, “*fútbol,*” and “*cocinar comida.*” Regarding the fourth prompt, the response suggests finding a time to work on the project outside of school, “*podemos planear pada ahh . . tiempos para hacer ahh . . el proyecto ahh . . afuera de escuela,*” but the details of this plan are not clear, “*tú puedes ahh . . viaje a mi casa.*” The answer to the fifth prompt suggests the use of Powerpoint, but the attempt to elaborate is not successful, “*o habla con ahh . . ahh . . hojas de papeles.*” The response provides most

Question 3 (continued)

required information but without elaboration; the response to prompt 1 does not include why; the response to prompt 2 is not fully elaborated; and the responses to prompts 3 and 5 do not provide a detailed itinerary or explain how the presentation will be interesting beyond the use of PowerPoint.

In terms of language use, the response is generally understandable, with errors that impede comprehensibility: “yo creo que ahh la el país de Cuba es el mayor país,” “no es más de otros países ver el fútbol y a cocinar comida con ahh las familias grandes,” “como y tú puedes ahh . . viaje a mi casa.” The response contains appropriate but basic vocabulary and idiomatic language: “afuera de escuela.” Vocabulary is also general at times and repetitive: “una actividad de Cuba es fútbol, le encanta fútbol . . na . . na . . no es más de otros países ver el fútbol.” The response also shows some control of grammar, syntax, and usage, with some errors in agreement and verb conjugations: “ojalá que tú uhmm tenga un buen día,” “para yo,” “tú puedes ahh viaje a mi casa,” “podemos hacer un presentación en ahh PowerPoint o habla con ahh ahh hojas de papeles.” The use of register is inconsistent and shifts throughout, changing from informal to formal: “ojalá que tú uhmm tenga.” Pronunciation, intonation, and pacing make the response generally comprehensible: “Hmmm . . Hola ahh . . ojalá que tú uhmm . . tenga,” “le encanta fútbol . . na . . na . . no es más de otros países ver el fútbol y a cocinar comida con ahh . . las familias grandes,” “creo que ehh ahh podemos hacer un presentación en ahh PowerPoint o habla con ahh ahh hojas de papeles.” In the response, self-correction sometimes improves comprehensibility, “la el país de Cuba.” This response therefore received a score of 3.

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

Hola Izel, muy feliz ahh . . Trabajar con tú . . ahh . . muy emocionado para trabajar un proyecto para ti.

Uhm . . yo creo que para uhm . . estar en el hotel porque uhm . . en el hotel es ahh . . jabatación para mí, ahh . . para ti y yo.

Yo creo que en el hispaniohablante país la caminar para los montañas porque es muy bonita en es la país de hispaniohablante y uhm . .

Uhm . . yo creo que la proyecto no es ahh . . tiempo la . . uhm . . mucho tiempo en la otro país, porque la otros actividades uhm . . para hacer.

Uhm . . en la, la presentación y la proyecto para la clase de español uhm . . es muy bueno porque viaje a un país.

Question 3 (continued)**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 responses that is inappropriate within the context of the task. The sample suggests that the student may understand the task as traveling to a Spanish-speaking country rather than working on a project for Spanish class, “*mucho tiempo en la otro país.*” The response provides little required information throughout the conversation. The answer to the first prompt does not identify a country or a reason for the project, “*muy emocionado para trabajar un proyecto para ti.*” The answer to the second prompt repeats the word hotel from the prompt, “*Um yo creo que para um estar en el hotel,*” but does not successfully explain why, “*porque uhm . . en el hotel es ahh . . jabatación para mí, ahh . . para ti y yo.*” The answer to the third prompt mentions activities but not clearly within the context of the task, “*en el hispaniohablante país la caminar para los montañas porque es muy bonita en es la país.*” For the fourth prompt, the response does not mention a plan for completing the project by tomorrow, “*yo creo que la proyecto no es ahh . . tiempo;*” and in the fifth prompt, the response does not mention suggestions to make the project interesting, “*la presentación y la proyecto para la clase de español uhm . . es muy bueno.*”

Regarding language use, the response is barely understandable with frequent errors that impede comprehensibility, “*Yo creo que en el hispaniohablante país la caminar para los montañas.*” The response includes very few vocabulary resources. Several words are taken directly from the prompt, “*yo creo que la proyecto no es ah tiempo.*” The response demonstrates little or no control of grammar, syntax, and usage, “*la presentación y la proyecto para la clase de español uhm . . es muy bueno porque viaje a un país.*” Additionally, the response shows minimal attention to register with misuses of informal pronouns, “*con tú,*” “*ti y yo.*” Pronunciation, intonation, and pacing make the response difficult to understand, “*la proyecto no es ah tiempo la . . um mucho tiempo en la otro país.*” Clarification and self-correction do not improve comprehensibility: “*para mí, ahh para ti y yo.*” This response therefore received a score of 1.