
AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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Task 1—Email Reply

- ☒ **Scoring Guidelines**
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Question 1: Email Reply

5 points

General Scoring Note

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

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task Provides little required information (responses to questions, request for details) Barely understandable, with frequent or significant errors that impede comprehensibility Very few vocabulary resources Little or no control of grammar, syntax, and usage Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) Very simple sentences or fragments 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task Provides some required information (responses to questions, request for details) Partially understandable with errors that force interpretation and cause confusion for the reader Limited vocabulary and idiomatic language Limited control of grammar, syntax, and usage Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies Simple sentences and phrases 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task Provides most required information (responses to questions, request for details) Generally understandable, with errors that may impede comprehensibility Appropriate but basic vocabulary and idiomatic language Some control of grammar, syntax, and usage Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness Simple and a few compound sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task Provides most required information (responses to questions, request for details) with some elaboration Fully understandable, with some errors that do not impede comprehensibility Varied and generally appropriate vocabulary and idiomatic language General control of grammar, syntax, and usage Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing) Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task Provides required information (responses to questions, request for details) with frequent elaboration Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility Varied and appropriate vocabulary and idiomatic language Accuracy and variety in grammar, syntax, and usage, with few errors Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors Variety of simple and compound sentences, and some complex sentences

Score of 0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand,"* or equivalent in any language
- Not in the language of the exam

NR: no response, pages are blank

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

Task 1:
Email Reply

Task 2:
Argumentative Essay

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

~~Estimado Sr. Galindo:~~ ←

Estimado Sr. Galindo:

Espero que se encuentre bien. Gracias por la atención y el tiempo que usted se tomó en leer mi correo. Para responderle a su primera pregunta ¡Yo me apunto para lo que sea! si pudiera elegir, yo diría que prefiero ayudar con lectura y ciencias porque recientemente le he estado enseñando a mi hermanita pequeña como leer y mi padre es maestro de ciencias en una escuela ~~privada~~. Por estas razones, yo creo que ayudar con la lectura y las ciencias sería lo ideal para mí. Para responderle a su segunda pregunta, a mí me parece importante ~~hacer este tipo de trabajo~~ no solo hacer este tipo de trabajo voluntario si no también más específicamente, ayudarle a los niños con la escuela porque cuando yo era pequeña me costaba mucho estudiar pero no tenía a nadie que me ayudara. Ahora, como ya he crecido, quiero intentar de ayudar a la siguiente generación. Si te podría hacer una pregunta, ¿que tipo de juegos se hacen para los que acuden al centro? y mas o menos de que edad van a ser los otros voluntarios? Muchísimas gracias por su tiempo, ~~me~~ estoy muy agradecida de tener esta oportunidad y me emociona trabajar con los niños.

Atentamente,

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 task you are responding to on this page.

Task 1:
Email Reply

Task 2:
Argumentative Essay

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

Estimada Director:

Hola señor Galindo gracias por dejarme participar en el trabajo voluntario que ofreciste. ~~Suena~~ Suenan genial la organizacion de clases de apoyo para ayudar a los estudiantes. Las competizaciones ~~pe~~ deportiva y los juegitos suenan bien y entretenidos. Me gustaria participar en las actividades de fútbol o de pintar por que es más facil de hacer y emberdad son cosas que me entretienen. A mi me parece muy importante Ser un Voluntario para este tipo de trabajo porque unas veces los niños pueden Causar problemas a los adultos y yo creo que ustedes pueden tener ayuda tambien.

Por supuesto! Si vale gracias por todo. Gracias te llamo si necesito algo y gracias por su paciencia.

Atentamente,

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 task you are responding to on this page.

Task 1:
Email Reply

Task 2:
Argumentative Essay

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

Estimado Raúl Galindo,

Gracias para tu mensaje electrónico. Trabajo voluntario es más importante para mí y yo quiero la ayuda, los estudiantes de la escuela primaria. En el pasado, yo trabajo en dinero para ~~la~~ voluntario, pero yo gustaría en ayuda los estudiantes sobre nuestra organización y ayuda los estudiantes sobre voluntario.

Trabajo voluntario ayuda más personas y ~~es más~~ es más fácil. Trabajo voluntario es más importante porque voluntario ayuda las personas que necesitan dinero, casas, comida, & más. En el mundo,

Gracias,

Question 1

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

Overview

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

Sample 1A

Score: 5

This response demonstrates a strong performance in Interpersonal Writing. The response maintains the exchange with a reply that is clearly appropriate within the context of the email task. The response is complete and demonstrates a solid understanding of the student’s role as a volunteer working with elementary students, emphasizing the importance of helping young people, which it does by mentioning a younger sibling who needs help with reading. The response also reflects an appreciation for the value of education, as evidenced by the mention of the student’s father, a science teacher (“*Si pudiera elegir, yo diría que prefiero ayudar con lectura y ciencias porque recientemente le he estado enseñando a mi hermanita pequeña como leer y mi padre es maestro de ciencias en una escuela*”). In addition, the response addresses the importance of supporting young students (“*a mi me parece importante no solo hacer este tipo de trabajo voluntario si no también más específicamente, ayudarle a los niños en la escuela porque cuando yo era pequeña me costaba mucho estudiar pero no tenía a nadie que me ayudara*”). It also answers the second question by further reinforcing the value of academic support for children (“*Ahora, como ya he crecido, quiero intentar de ayudar a la siguiente generación*”). The response includes two requests for information, which add further elaboration and depth to the exchange (“*¿Que tipo de juegos se hacen para los que acuden el centro? y. . . de ¿Que edad van a ser los otros voluntarios?*”).

Regarding language use, the response is fully understandable, and it shows ease and clarity of expression. Sentence construction reflects strong communication skills (“*creo que ayudar con la lectura y las ciencias sería lo ideal para mí*”; “*Muchísimas gracias por su tiempo, estoy muy agradecida de tener esta oportunidad y me emociona trabajar con los niños*”). Transitional phrases (“*por estas razones*”; “*Para responderle a su segunda pregunta*”) contribute to the clarity and appropriateness of the response. Occasional errors do not impede comprehensibility (“*si no*” instead of “*sino*”; agreement inaccuracies like “*ayudarle a los niños*”). There is also evidence of varied and appropriate vocabulary and idiomatic usage that is well suited to the content and register of the task (“*Espero que se encuentre bien*”; “*Gracias por la atención y el tiempo que usted se toma*”; “*siguiente generación*,” “*agradecida*”; “*me costaba mucho*,”; “*me emociona*”). The response demonstrates accuracy and variety in grammar, syntax, and usage, with few errors, as demonstrated by the use of multiple verb tenses that underscore the formality of the email (“*Espero que se encuentre*”; “*yo diría que prefiero ayudar*”; “*cuando yo era pequeña me costaba*”; “*nadie que me ayudara*”; “*he crecido*”). Also, the register remains mostly consistently appropriate throughout the response, as evidenced by the formal greeting (“*Estimado Sr. Galindo*”) and closing (“*Atentamente*”). Finally, the response contains

Question 1 (continued)

a variety of simple and compound sentences (“*Si pudiera elegir, yo diria que prefiero ayudar con lectura y ciencias porque recientemente...y mi padre es maestro*”; “*Si te podría hacer una pregunta, ¿Que tipo de juegos se hacen para los que acuden el centro?*”).

Sample 1B

Score: 3

This response demonstrates fair performance in Interpersonal Writing. The response maintains the exchange in a way that is somewhat appropriate but basic within the context of the task. The email recognizes the previous correspondence (“*gracias por dejarme participar en el trabajo voluntario que ofreciste*”). The response also provides some required information, offering appropriate suggestions in the role of a potential volunteer in accordance with the organization’s description provided in the email (“*Me gustaria participar en las actividades de. . .*”). The response provides most required information (responses to questions, requests for details) and answers both parts of the first question about preferred activities and why the student prefers them (“*Me gustaria participar en las actividades de fútbol o de pintar por que es más facil de hacer*”), as well as why volunteer work is important (“*A mi me parece muy importante ser un voluntario para este tipo de trabajo porque unas veces los niños pueden causar problemas a los adultos y yo creo que ustedes pueden tener ayuda tambien*”). The email reply does not include a question, nor does it reflect control of formal register, which makes it a fair but basic response.

Regarding language use, the response is generally understandable, although it contains some errors that impede comprehensibility (“*yo creo que ustedes pueden tener ayuda tambien*”; “*Si vale gracias por todo*”). While the response demonstrates a basic understanding of the email and provides simple answers, there are noticeable influences of spoken language, as well as grammar and vocabulary errors that affect clarity (“*Las competizaciones deportiva*”; “*juegitos*”; “*emberdad*”). In addition, there is an adverbial phrase (“*Por supuesto!*”) that is understandable but is illogically placed in the email reply. The response uses appropriate but basic vocabulary and idiomatic expressions (“*Suena genial*”; “*suenan bien*”), both of which are suitable for the context, although somewhat repetitive. The response demonstrates some control of grammar, syntax, and usage, but also includes noticeable errors. These include issues with agreement (“*Estimada Director*”; “*Las competizaciones deportiva*”), as well as inconsistency in pronouns and possessives (“*Gracias te llamo si necesito algo y gracias por su paciencia*”). There are also occasional shifts in register that are inappropriate for a formal written exchange (“*yo creo que ustedes pueden*” and the informal tone in “*Gracias te llamo*”). The response consists primarily of simple sentences with a few compound structures (“*Si vale gracias por todo*”; “*Las competizaciones deportiva y los juegos suenan bien y entretenidos*”). While the response addresses the task of replying to the email, it relies on basic, simple language and lacks elaboration.

Question 1 (continued)**Sample 1C****Score: 2**

This response demonstrates weak performance in Interpersonal Writing. The response partially maintains the exchange with a reply that is minimally appropriate within the context of the email reply task. While there is a greeting and a closing, limited language resources and content result in a response that attempts to provide relevant information but struggles to do so effectively. The response includes some required elements, such as a general explanation of why this type of volunteer work is important (“*yo quiere a ayuda los estudiantes de la escuela primeria*”; “*Trabajo voluntario ayuda más personas y is mas fácil*”). However, it lacks a clear request for additional information and does not include a formal closing. Additionally, the response does not directly or clearly address the first question (“*Trabajo voluntario es más importante para mí y yo quiere a ayuda*”), which would limit the recipient’s ability to organize a schedule of activities, the original message’s purpose.

In terms of language, the response is only partially understandable and includes frequent grammatical errors that require interpretation and cause confusion. Although there is an attempt to reference prior experience, the limited vocabulary and repetitive phrasing hinder clarity (“*En el pasado, yo trabajo en dinero para voluntario, pero yo gustaría en ayuda los estudiantes sobre nuestra organización y ayuda los estudiantes sobre voluntaro*”). The response demonstrates limited vocabulary and idiomatic language, with frequent repetition of basic words, some of which are taken directly from the prompt (“*trabajo voluntario*”; “*nuestra organización*”). It also resorts to the use of English (“*is más fácil*”). There is limited control of grammar, syntax, and usage, with errors in basic structures (“*yo quiere*”; “*yo gustaría*”). Grammatical accuracy is minimal throughout the email (“*yo gustaría en ayuda los estudiantes sobre nuestra organización y ayuda los estudiantes sobre voluntaro*”; “*En el pasado, yo trabajo*”). The register is generally inappropriate for the context of formal correspondence. While the response includes formal conventions in the greeting and closing, the greeting uses the director’s first name (“*Estimado Raúl Galindo*”). Overall, the response consists of simple sentences and phrases with limited variation.