
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.

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 Provides little required information (e.g., responses to questions, statement and support of opinion) 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 Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility Clarification or self-correction (if present) does not improve comprehensibility 	<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 Provides some required information (e.g., responses to questions, statement and support of opinion) Partially understandable, with errors that force interpretation and cause confusion for the listener Limited vocabulary and idiomatic language Limited control of grammar, syntax, and usage Use of register is generally inappropriate for the conversation Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task Provides most required information (e.g., responses to questions, statement and support of opinion) 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 conversation with several shifts Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task Provides most required information (e.g., responses to questions, statement and support of opinion) 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 conversation, except for occasional shifts Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task Provides required information (e.g., responses to questions, statement and support of opinion) 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 conversation Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility Clarification or self-correction (if present) improves comprehensibility <p>Scoring note: A response that meets the majority 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: 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

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

Sample: 3A

Score: 5

Transcription of Student's Response(s)

Puede ser todo tipo de niños. Niños que hagan teatro o que están en los conciertos de banda, orquesta, o también podemos invitar los estudiantes que son talentosos en unos lugares como de matemáticas, magia. Todos esos tipos. No sé qué más que podemos hacer.

Yo creo que tiene razón que incluimos a más gente porque no es solo ni un solo un talento en un específico área. Sí, la música es bien pero hay niños que tienen talento con los teatros, con arte también. Y . . . ¿qué hay más?

Y yo estoy pensando en queee . . . nosotros vayamos a como . . . a promover este concurso que lo hagamos a ver en redes sociales que hacemos con papelitos para que nosotros invitamos a la escuela que venga a este . . . buen evento que podamos hacer.

Si se llueve podemos a moverlo a la a la adatorio donde hacen los como teatros y todo eso porque, pero tenemos que estar como pendientes que va a ser límite en los lugares y que no hay tanta gente que van a caber en esa área.

Puede ser variedades de razón donde podemos hacer esto como que apoyemos aaaal gimnasio que se compre más um como herramientas para su deportes, los teatros con los disfraces que necesita para la obra y también la banda por reparando lo los instrumentos que se ha fallao.

Commentary

This response demonstrates a strong performance in Interpersonal Speaking. The response maintains a coherent and appropriate exchange throughout the task, addressing each prompt with relevant and elaborate ideas. The response provides the required information with detail and variety: whom to invite (“*Puede ser todo tipo de niños*”), what kinds of talents to include beyond music (“*talento con los teatros con arte también*”), how to promote the event (“*en redes sociales que hacemos con papelitos*”), what to do in case of rain (“*podemos a moverlo. . . al adatorio*”), and how to use the funds (“*apoyemos aaaal gimnasio. . . la banda por reparando lo los instrumentos*”). The answers to the questions are supported with specific examples, such as band concerts, math talents, and costume

Question 3 (continued)

needs for theater. The conversation flows naturally, and the conversational engagement is evident through specific comments (“Yo creo que tiene razón”) and follow-up ideas that extend the discussion.

In terms of language use, the response demonstrates a level of grammatical control and variety that is appropriate for the interpersonal speaking task. It successfully employs a varied range of structures, including the present subjunctive (“niños que hagan teatro”; “que podamos hacer”) and future-oriented constructions (“vayamos. . . a promover”), showing the ability to navigate different moods and tenses. While there are occasional grammatical inaccuracies (“su deportes”; “la adatorio”; and “se ha fallao”), these do not interfere with overall comprehensibility. The vocabulary is varied and mostly accurate, with particular terms contributing to a nuanced and relevant discussion (“herramientas”; “disfraces”; “reparando. . . los instrumentos”). The response also incorporates informal and conversational phrasing (“¿qué hay más?”) and effectively uses clarification and self-correction to improve listener comprehension (“pero tenemos que estar como pendientes que va a ser límite en lo los lugares”). Pronunciation and intonation are generally clear, with minor slips that do not affect the message’s intelligibility. Overall, the language used in the response supports its strong communicative intent and contributes to the effectiveness of the exchange.

Sample: 3B

Score: 3

Transcription of Student’s Response(s)

Ah . . Sol, es bueno que puedo hablar contigo otra vez, ah . . en mi opinión ah . . deberíamos invitar a los chicos deee la escuela, porque yo quiero escuchar a ellos.

Ah . . pues, mi preferencia sería inclu . . incluir todo el talento también, porque en mi opinión me gusta ah . . ver a las personas baile y . .

Sí, sí sí, ah . . quiero que ellos hacen el baile y ah . . cantan y ah . . también quiero que todos los edades participan . .

Ah . . a ver . . si llueve ah . . podemos tener otra lugar que . . las personas pueden ir a ¿lo? Y . . ah . .

Debo, debemos hacer esto, ah . . podemos darlo a la escuela para y . . o aumentar ah . . las talleres.

Commentary

This response demonstrates fair performance in Interpersonal Speaking. The response maintains the exchange with a series of answers that are somewhat appropriate within the context of the task. It addresses most of the prompts, suggesting whom to invite (“los chicos deee la escuela”), what types of talents to include (“todo el talento”), what to do in case of rain (“si llueve ah . . podemos tener otra lugar”), and how to use the funds (“podemos darlo a la escuela”). However, the answer to the second

Question 3 (continued)

prompt is limited in detail, and the third response does not directly address how to collaborate on the project and instead repeats earlier ideas (“*quiero que ellos hacen el baile y ah . . . cantan*”). Overall, while there is engagement with the task, the responses often lack elaboration and development, as seen in brief statements (“*me gusta . . . ver a las personas baile*”).

In terms of language use, the response demonstrates basic control of grammar and vocabulary appropriate for the task, with some success using subject-verb agreement (“*las personas pueden*”), correct pronoun placement (“*podemos darlo*”) and the conditional mood (“*deberíamos*”). However, there are frequent grammatical inaccuracies that affect fluency and occasionally interfere with meaning (“*quiero que ellos hacen*” instead of the correct subjunctive form, *hagan*), and agreement errors (“*todos los edades*”; “*las talleres*”). Vocabulary remains simple and limited, though generally appropriate (“*lugar*”; “*cantar*”; “*chicos*”). The use of informal register (“*Ah . . . Sol*”; “*contigo*”) is suitable for a conversational context. Pronunciation and pacing are generally comprehensible, though the regular appearance of pauses, false starts, and fillers (e.g., “*ah*,” “*a ver*”) detracts from the fluidity and can cause confusion (“*pueden ir a ¿lo?*”). There are no instances of self-correction, and ideas are often cut off or unclear. Despite these issues, the response communicates the intended message with occasional effort from the listener.

Sample: 3C

Score: 2

Transcription of Student’s Response(s)

Pien . . . hola Sol, pienso que esa es un buen idea. Nosotros nuestra compañeros pueden compartir sus talentos con todo y conecta con nosotros como . . .

Pienso que nosotros a debemos incluir todos los talentos de deportes, ah . . . música y ah . . . bailar nn . . . podemos ah . . .

Pienso que ah . . . la competencia puede ah . . . muestra los talentos y . . . dar un envairomento.

Si si llueve . . . ah . . . muy bien y yo me gusta a bailar y cantar y puedo hacer en la presentación.

Pienso que nosotros debemos usar este dinero paraa impruvar los salas y ah . . . dar a los profesores.

Commentary

This response demonstrates a weak performance in Interpersonal Speaking. The response shows an attempt to maintain the conversation but delivers only a partial exchange with answers that are minimally appropriate within the context of the task. These provide some required information, such as whom to invite (“*nuestra compañeros*”), the suggestion to include a range of talents (“*debemos incluir todos los talentos de deportes, ah . . . música y ah . . . bailar*”), and how the funds might be used (“*usar este dinero paraa impruvar los salas y ah . . . dar a los profesores*”). However, the response fails to address the third and fourth prompts in a relevant or coherent way. Throughout the conversation,

Question 3 (continued)

responses lack elaboration and often trail off without clear resolution, limiting the effectiveness of the interaction.

In terms of language use, the response demonstrates limited control of grammatical structures and vocabulary. There are frequent and consistent errors in agreement and verb conjugation (“*nuestra compañeros*,” “*los salas*”; “*puede. . . muestra*”), which interfere with fluency and comprehensibility. Lexical resources are limited, with repeated basic terms (“*talentos*”; “*bailar*”; “*cantar*”) and the inclusion of terms borrowed from English (“*envairomento*”; “*impruvar*”) detract from overall clarity. While the register remains appropriate for an informal conversation, the response is marked by frequent hesitation, false starts, and verbal fillers that interrupt flow and create confusion (“*bailar nn . . . podemos ah . . .*”). Pronunciation is mostly intelligible, but the lack of clarity and control in delivery reduces overall comprehensibility. Self-correction, when it occurs (“*Nosotroos nuestra compañeros*”), does not aid understanding. Overall, the response requires effort from the listener to interpret the intended meaning.