



Chief Reader Report on Student Responses: 2025 AP[®] Spanish Language and Culture Free-Response Questions

- Number of Readers 1,515

Total Group

- Number of Students Scored 182,670
- Score Distribution

Exam Score	N	%At
5	40,078	21.9
4	58,254	31.9
3	56,856	31.1
2	22,764	12.5
1	4,718	2.6
- Global Mean 3.58

Standard Group

- Number of Students Scored 50,891
- Score Distribution

Exam Score	N	%At
5	7,765	15.3
4	14,904	29.3
3	18,280	35.9
2	8,291	16.3
1	1,651	3.2
- Global Mean 3.37

The following comments on the 2025 free-response questions for AP[®] Spanish Language and Culture were written by the Chief Reader, Rosa Tapia, Professor of Spanish, Latin American and Latinx Studies at Lawrence 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: Volunteering Opportunities

Max Score: 5

Total Group Mean Score: 3.64

Standard Group Mean Score: 3.51

What were the responses to this question expected to demonstrate?

Task 1 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, comprehend the message, and write a reply. Students first needed to be able to comprehend the written message and then write a reply using a formal register. The response was expected to address the questions in the message, elicit more information by asking a question, and include an appropriate greeting and closing. The responses received a single holistic score based on how the assigned task was accomplished.

The curricular theme for the email reply was Families and Communities. The student was tasked with responding to Raúl Galindo, Director of the Oficina de Voluntariado del Centro Comunitario, an organization that offers support classes for elementary students after school hours, as well as sports competitions and games for those who come to the center. In the context of the exchange, the student was contacted by the Director after having expressed prior interest in collaborating with the organization's extracurricular activities program for elementary school students. The original email asks the student to respond to these two questions:

- What activity or activities would you like to participate in, and why?
- Why do you think it's important to do this type of volunteer work?

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

This task provided students with an opportunity to leverage thematic course content related to Families and Communities, allowing for a variety of answers in addressing the email questions and formulating a response. Successful responses implemented transitional phrases and higher-level grammatical structures, as well as varied and appropriate vocabulary and frequent elaboration. Successful responses were able to develop highly logical ideas based on the information found in the introduction, the role and relationship between both participants in the exchange (i.e., Sr. Galindo and the recipient), and the purpose and function of the information requested (i.e., to be able to organize the schedule of activities for the rest of the year). Additionally, responses receiving scores in the high range posed relevant questions that referred to something mentioned in the original correspondence. Successful student responses demonstrated a clear exchange of information using the formal register, usually in the form of a formal greeting and closing.

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

The most common misconceptions found in the email included responses that provided examples of volunteer activities that were substantially unrelated to the function and objectives of the center for elementary school students or showed a lack of understanding of the student's role as a volunteer in the exchange. Some responses, particularly in the mid-low range, did not recognize that there had been a previous exchange that was mentioned in the introduction of the task.

Other gaps in knowledge included a lack of linguistic resources to answer the questions comprehensibly, resulting in breakdowns in communication. Some responses were suitable within the context of the task; however, those in the mid-low range often omitted a request for additional information. Responses scoring in the higher range demonstrated the ability to connect volunteer work to extracurricular activities available to elementary school students in the program.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Some mid-low range student responses did not show evidence of a previous interest in collaborating with the organization as stated in the introduction. 	<ul style="list-style-type: none"> Higher-scoring responses acknowledged the previous correspondence alluded to in the introduction, making the response clearly appropriate: <i>“Gracias por la atención y el tiempo que usted se tomo en leer mi correo.”</i>
<ul style="list-style-type: none"> Some mid-low range student responses did not include all of the required information (i.e., greeting and/or closing, responses to questions, request for more information). 	<ul style="list-style-type: none"> Higher-scoring responses provided all or most required components (i.e., greeting and/or closing, responses to questions, request for more information): <i>“me gustaria participar en las clases de matematica y las clases de natación.”</i>
<ul style="list-style-type: none"> Some mid-low range responses provided examples of volunteer activities that were not clearly related to the function or objectives of the center (i.e., support classes, sports, or games for elementary students). Many mid-range responses did not address the “why” in question one. The overall lack of elaboration limited the response’s ability to move it beyond basic; albeit appropriate. 	<ul style="list-style-type: none"> Higher scoring student responses provided highly logical answers to the required questions that were well-aligned with the information provided in the original email. Frequent elaboration enabled these responses to clarify ideas. This elaboration was often found in answers to questions, or extended greetings/closings, etc., making the response clearly appropriate for formal writing: <i>“a mi me parcce importante no solo hacer este tipo de trabajo voluntario si no también mas especificamente”</i>.
<ul style="list-style-type: none"> Mid-low range responses did not develop an appropriate extended greeting to thank or recognize the recipient or simply recycled the greeting and closings from the prompt without extending original language. 	<ul style="list-style-type: none"> Strong responses reinforced formality in formal correspondence by including an extended greeting or closing appropriate for the context: <i>“Me llena de entusiasmo saber que se me ha considerado para formar parte de esta iniciativa, la cual considero sumamente significativa tanto a nivel personal como cultural.”</i>
<ul style="list-style-type: none"> Some mid-low range student responses did not request more information about something mentioned in the original message or included questions that were either unrelated or inappropriate. 	<ul style="list-style-type: none"> Higher scoring student responses made appropriate requests for information about something mentioned in the previous email. <i>“¿Sería posible que me aclarara cuales el propósito especifico de las competiciones deportivas?”</i>;

	<i>“¿Podría escribirme en qué consistirá exactamente la participación esperada de los involucrados?”</i>
<ul style="list-style-type: none"> Some mid-low responses contained basic vocabulary often recycled, copied, or slightly modified from the prompt itself. This included responses that ranged from limited to appropriate basic vocabulary resources when focusing on original language. Mid-low responses lacked linguistic resources, including control of grammar and syntax, to clarify messaging or reinforce formality. 	<ul style="list-style-type: none"> Higher scoring responses included varied and appropriate vocabulary and accuracy of grammar and syntax and idiomatic language, allowing them to address a variety of communicative functions needed to maintain the exchange, including expressing gratitude, providing examples, reinforcing formality, etc. <i>“El tema de los trabajos voluntarios me apasiona profundamente, por lo que estaré encantada de aportar ideas que, espero, resulten útiles, pertinentes, y enriquecedoras para su propósito.”</i>

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Teachers should train their students to read the instructions and the task (topic of the email), including the introduction, carefully in order to understand the context of the task and provide the response requirements with precision: i.e., write a response to the email, including a formal greeting, answers to the questions posed in the email, and a request for information, and include a formal closing.
- Teachers should tell their students to keep track of each element of the task listed in the directions, checking it off as they develop their response, to ensure that they have addressed all the task requirements as they relate to the topic of the formal email reply.
- Teachers should teach students to infer implied meaning through context to avoid misunderstanding certain lexical words.
- 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 could ask students to work in small groups to read through the prompt and brainstorm ideas for responses to the questions and requests for more information. These ideas could then be shared with the entire class, and each group could be tasked with submitting the first email as a group.
- Teachers should share with students, early on, the expectations for the task and the scoring guidelines that will be used to evaluate their responses. Students should have the chance to view student samples provided on AP Central and discuss the score and the scoring guidelines. In this way, students will have a better understanding of the task and how it will be scored.
- 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 reinforce skills for using formal register in written correspondence and provide many opportunities for students to use it in spoken and written interpersonal communication in the classroom. Underscore that formal register goes beyond the use of *tú* or *usted* and their related pronouns. Students should be provided with samples of authentic emails to model aspects such as formal greetings, use of higher-level grammatical structures used to reinforce formality, and requests for information 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 and then score them using the scoring guidelines. Feedback to students should focus on areas of improvement for both content and language use.

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/courses/ap-spanish-language-and-culture/exam>.
- Teachers should view the AP World Language and Culture Online Module on interpersonal writing, Interpersonal Communication: Developing Writing Abilities, by Nyan-Ping Bi, 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 2014–2025 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/past-exam-questions>.

Question 2

Task: Argumentative Essay

Topic: Is it better to live in a small town or in a city?

Max Score: 5

Total Group Mean Score: 3.39

Standard Group Mean Score: 3.50

What were the responses to this question expected to demonstrate?

This task assessed the presentational mode of writing by requiring students to compose an argumentative essay on a given topic, incorporating information from the three provided sources. Students were first allotted 6 minutes to read the essay prompt along with two printed sources (an article and an infographic). Then, they listened to the audio source twice. Afterward, they had 40 minutes to write their essay. To complete the task successfully, students needed to comprehend all three sources and integrate relevant viewpoints and information in support of their argument. Students were instructed to cite the sources appropriately and organize their essays into clear, coherent paragraphs. Each response received a single holistic score based on how well it fulfilled the assigned task.

The curricular theme for the argumentative essay was “Contemporary Life,” and the prompt asked students whether it is better to live in a small town or in a city.

The first source, the article titled “*Todas las ventajas de vivir en la ciudad, ¿y las desventajas?*”, presents several reasons why living in a city may be preferable to living in a small town. It emphasizes access to services, cultural diversity, and greater job opportunities as advantages of urban life. However, it also acknowledges the high cost of living associated with these benefits and briefly mentions some disadvantages of rural living. While the article clearly leans toward promoting city life, it contains elements that could be used to support arguments in favor of rural living as well.

The second source, a chart titled “*Índice de satisfacción en seis ciudades de América Latina*”, illustrates satisfaction levels in four specific areas: Health; Culture and Environment; Education; and Infrastructure across six Latin American cities: Mexico City, Santiago de Chile, Montevideo, San Juan, Quito, and Caracas.

The third source is an audio recording featuring various individuals discussing their experiences living in a small town. The audio, titled “*¿Cuáles son las ventajas de vivir en un pueblo?*”, highlights the benefits of rural life from the perspectives of those who reside there.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Overall, students successfully completed the task by responding directly to the prompt and clearly articulating a defensible position on the topic, using information from the three provided sources. Their familiarity with the theme, understanding of vocabulary, and the recurrent key ideas across the sources enabled them to effectively express their opinions, support their arguments, and include relevant examples.

Source 1 provided detailed information primarily in favor of city life. For example: “*Las ventajas de vivir en la ciudad son muchas, pero sobre todo para los más jóvenes (estudiantes, nuevos trabajadores en búsqueda activa de empleo o familias con necesidad de tener todos los servicios a mano), vivir en una ciudad se les hace imprescindible...*”. The article also featured subheadings that helped readers identify key points and organize

their ideas. Source 2, an infographic, was accessible due to its concise format and clear division into different categories: Health; Culture and Environment; Education; and Infrastructure, which helped students make thematic connections. The audio source effectively presented arguments in favor of living in a small town. Students accurately focused on the sense of freedom and improved quality of life often associated with rural areas, highlighting ideas such as: “*Somos mucho más libres. El aire es más limpio.*”

The strongest essays successfully integrated all three sources to support a coherent and well-reasoned position. The majority of student responses leaned in favor of city life.

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

Most gaps in knowledge observed in student responses were related to their interpretation and comprehension of the sources. For instance, many students overlooked the fact that Source 1 also referenced the benefits of rural life. Instead, they argued that the article exclusively supported city living, failing to recognize its more nuanced perspective.

Another common issue in lower-scoring responses was the difficulty students had interpreting the data presented in Source 2. Many responses simply listed the cities or the categories; Health; Culture and Environment; Education, and Infrastructure, without speaking to the levels of satisfaction or drawing meaningful conclusions from the information provided.

In the case of Source 3, which featured direct statements from individuals living in rural areas, students often focused on repeated key concepts such as “*aire libre*,” “*más espacio*,” “*los pájaros*,” and “*la naturaleza*.” While these were relevant, some students relied too heavily on them without further development or effectively linking them to their argument. Other responses failed to incorporate the sources adequately to support their position, which weakened the overall quality of the essay.

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none">Some mid-scoring responses revealed a lack of comprehension of the article, particularly in the interpretation of key concepts. Some students misinterpreted certain parts and made inaccurate claims. For example, “<i>Las ciudades son lugares ricos y llenos de millones de personas, entonces hacen que estos lugares tengan los mejores servicios de todos.</i>” This statement reflects a misunderstanding of the article's use of the term “<i>rico</i>,” which refers to the rich and diverse mix of people and cultures in urban areas, not economic wealth.	<ul style="list-style-type: none">High-scoring responses developed a clear and well-reasoned argument, demonstrating a strong understanding of the advantages associated with urban living. Students made meaningful connections between ideas presented in the sources, for example, linking access to better education with increased job opportunities. For example, “<i>Cuando vives en una ciudad, hay educación mejor con mucha más variabilidad que eventualmente llevará a más oportunidades de trabajo después del colegio.</i>”These responses were cohesive, effectively supported the students’ point of view, and skillfully integrated all three sources to reinforce their argument.
<ul style="list-style-type: none">Some lower-scoring responses misinterpreted Source 2 by making inaccurate generalizations about the satisfaction levels across Latin	<ul style="list-style-type: none">High-scoring responses developed a clear and well-structured argument, demonstrating strong comprehension of the information presented—

<p>American countries. For instance, several students claimed that most countries in Latin America are satisfied with their culture and environment, and therefore people are happy living in cities. One example of this misunderstanding is seen in responses such as <i>“De acuerdo con lo que indica la infográfica, la mayoría de los países en América Latina están satisfechos porque la cultura y el ambiente los ayuda a estar felices en la ciudad.”</i></p>	<p>particularly regarding levels of satisfaction across different cities in Latin America. For example, <i>“Muchas personas están de acuerdo conmigo y un estudio ha mostrado que 83.3%, 83.3% y 75% de las personas en las ciudades de Santiago, Montevideo y Quito, respectivamente, tienen satisfacción con el sistema educativo en sus ciudades.”</i></p>
<ul style="list-style-type: none"> Some lower-scoring responses relied heavily on isolated words or phrases repeated in the audio (Source 3), such as <i>“espacio,” “paz,” “aire puro,” “naturaleza,” “estrellas,”</i> and <i>“pájaros.”</i> These references, while relevant, often resulted in underdeveloped ideas that lacked elaboration or connection to the students’ argument. For example, <i>“una ventaja es paz, aire puro, la naturaleza, las estrellas por la noche,”</i> which, although thematically aligned with the source, demonstrates minimal analysis or integration of the material into a cohesive argument. 	<ul style="list-style-type: none"> High-scoring responses effectively incorporated vocabulary and ideas from Source 3, integrating them seamlessly into their own arguments—even when used to present a counterargument. For instance, <i>“Muchas personas de pueblo argumentan que es más divertido o que hay un mejor ambiente en los pueblos que en la ciudad, cuando la realidad es diferente; al ser más desarrollada, la ciudad ofrece una gran variedad.”</i> This demonstrates not only comprehension of the source but also the ability to engage with differing perspectives to strengthen their own positions.
<ul style="list-style-type: none"> Some lower-scoring responses relied primarily on personal viewpoints and demonstrated limited use of the provided sources. Students who favored living in the city often referenced only sources 1 and 2, while those who argued for life in the countryside sometimes relied on just source 3. In many cases, students identified the relevance of a source based solely on its title or description, rather than engaging with its content. Their essays included only a few repeated concepts from the sources, resulting in superficial arguments that lacked depth and integration of evidence. 	<ul style="list-style-type: none"> Successful student responses demonstrated effective integration of information from all three sources and presented well-organized, cohesive essays. In many cases, students combined ideas from multiple sources showing strong synthesis and control of the material. For example, <i>“Muchas zonas rurales rara vez cuentan con grandes hospitales o escuelas, cosa muy diferente a la ciudad donde todo está más desarrollado y listo para atender las necesidades de todos los ciudadanos que viven ahí.”</i>; <i>“La mayoría de las ciudades de América Latina, más de la mitad de las personas que viven ahí, están satisfechas con la cultura y el ambiente,”</i>; <i>“En una ciudad la privacidad la decides tú, sin embargo en un pueblo es más probable que la gente se conozca entre sí y, por consecuencia, se expandan más rápido los rumores.”</i>

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Teachers should ensure that students thoroughly understand the expectations of the argumentative essay. This includes explicitly addressing the prompt, taking a clear stance, citing sources appropriately, and using transitions and cohesive devices to guide the reader.
- Teachers should encourage students to reread the prompt carefully and highlight key words or phrases. This practice helps them stay focused on the specific question and options provided, leading to a more direct and relevant essay.
- Teachers should guide students in navigating the three sources, especially when parts are unclear. Helping students identify essential information in the article, chart, and audio will strengthen their ability to form and defend a well-reasoned argument.
- Early in the year, teachers should have their students work in groups to take a position on a topic and identify relevant supporting details from each source. Teachers should model how to extract keywords and core ideas, then help students find logical connections among the sources to effectively integrate them.
- Teachers could ask students to write their first argumentative essay as a group. This collaborative setting allows for peer feedback and modeling of good writing practices.
- Teachers should stress the inclusion of a hook and a clear thesis statement in the introductory paragraph, which will serve as a roadmap for the body of paragraphs.
- Teachers should train students in using a variety of transition words and phrases to ensure logical flow and cohesion throughout their essays.
- Teachers must help students distinguish between summarizing sources and integrating them meaningfully to support their argument. Effective integration demonstrates comprehension and synthesis.
- Teachers should help students understand the difference between integrating information from the sources to support their own viewpoints and merely summarizing the sources. Students should be trained to clearly present their viewpoint at the beginning of the essay, based on the prompt options, and to support it consistently throughout the response.
- Teachers should focus on addressing lexical and grammatical issues applicable to writing about any topic. Incorporating a variety of transitional elements would enhance organization and create a higher-quality essay.
- Teachers should develop students' skills and confidence gradually by breaking the writing process into stages. Start with writing thesis statements, then move to body paragraphs, and conclude with short, effective conclusions. Scaffolding supports students in managing the task step-by-step.
- Teachers might begin this task early in the year by having students respond to a prompt with a strong thesis statement. Then, they can move on to building a thesis supported by two sources and gradually build to the full integration of three sources, replicating the demands of the task.
- Teachers should provide frequent opportunities for students to engage in argumentative writing using sources, including authentic readings, graphics, and audios that present diverse points of view.
- Teachers should also assign additional Argumentative Essay prompts under the same time constraints and conditions as the AP exam, then score them using the official scoring guidelines. Feedback should emphasize what students can do to elevate their performance to the next higher scoring level.
- As an extension activity, teachers can ask students to generate a potential essay topic or question after completing each unit. Students should then collaborate in groups to identify three relevant sources; an article, a graph, and an audio that could be used to respond to the question.

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 argumentative essays. The Argumentative Essay task model is presented and practiced in Units 2, 4, and 6. This task is scaffolded to build students' 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 argumentative essay tasks from previous exams. Teachers can also access three practice exams aligned to the 2025 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/courses/ap-spanish-language-and-culture/exam>.
- Teachers should choose a sample essay prompt and its sources from the posted free-response questions from 2014–2025 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-spanishlanguage-and-culture/exam/past-exam-questions>.

Question 3

Task: Conversation

Topic: Discussing Ideas for a Talent Contest to Raise Money for School

Max Score: 5

Total Group Mean Score: 3.91

Standard Group Mean Score: 2.85

What were the responses to this question expected to demonstrate?

This task assessed students' speaking ability in interpersonal communicative mode by requiring them to participate in a simulated oral conversation. Students were first given 1 minute to preview the conversation, which included an outline of each turn. The conversation then proceeded with five prompts, and students were allotted 20 seconds to respond to each. The five responses received a single, holistic score based on how well the student accomplished the assigned task. To be successful, responses had to appropriately address each turn in the conversation, as guided by both the outline and the simulated interlocutor's utterances.

The curricular theme for this task was "Beauty and Aesthetics." Students were asked to engage in a conversation with Sol, a classmate, to collaborate on organizing a talent contest to raise money for the school. The five audio prompts were as follows:

1. In the first prompt, Sol greets the student and states that there is a lot to get done. She asks who should be invited to participate in the contest. The outline directs students to offer options and explain their reasoning.
2. In the second prompt, Sol affirms the suggestions and asks whether they should focus only on music or include other types of talent. The outline directs students to state their preferences and provide details.
3. In the third prompt, Sol agrees and asks how the student plans to collaborate in organizing the contest. The outline directs students to respond and give details.
4. In the fourth prompt, Sol expresses excitement about the ideas and asks what the plan should be if it rains, given that everyone prefers an outdoor event. The outline directs students to respond with a suggestion.
5. In the fifth prompt, Sol affirms the ideas and expresses a desire to raise enough money through ticket sales. She then asks how the money could be used for the school. The outline directs students to respond with specific details.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required by this question?

Most students found prompts 1, 2, and 5 to be accessible and provided a range of responses that incorporated course themes by offering relevant information about collaborating on a school-based talent contest. Students typically identified whom to invite, what types of talent to include, and how to use the proceeds. The responses demonstrated a variety of language functions, including giving explanations, expressing preferences, providing reasons, and making suggestions. They also reflected a broad range of performance levels in terms of content relevance, depth of elaboration, and linguistic accuracy.

What common student misconceptions or gaps in knowledge were observed in the responses to this question?

A common issue observed in many responses stemmed from gaps in listening comprehension of spoken Spanish. These difficulties led to incomplete or inappropriate responses, the use of English, or a lack of response altogether. Although most students appeared to grasp the general context from the outline, many had trouble understanding key elements—such as vocabulary, pronunciation, or intonation—in the spoken prompts, particularly in prompts 3 and 4. As a result, their responses to these questions often lacked relevance or clarity.

<i>Common Misconceptions/Knowledge Gaps</i>	<i>Responses that Demonstrate Understanding</i>
<ul style="list-style-type: none"> Responses in the lower score range were often inappropriate or incomplete, as students were unable to comprehend the spoken prompts: “...mm... me gusta...” or “Sí yo quiero em... no sé. Creo que...”. 	<ul style="list-style-type: none"> Responses in the high range showed a clear understanding of all or most of the questions, as evidenced by responses that were appropriate: “La manera que podemos hacer eso en la escuela es tal vez pues tal vez hacer más eventos, fiestas gratuitas para los estudiantes o también invertir en la escuela.”
<ul style="list-style-type: none"> Some responses showed a lack of familiarity with the format of the task, reflecting a lack of understanding of the context for the conversation provided in the conversation outline and the invitation to respond with details when asked multiple-part questions: “Hola. Hay que ay invitar a una gente...”. 	<ul style="list-style-type: none"> Responses in the high range reflected students’ ability to understand and take on the assigned role and interact appropriately while following the conversation outline: “Hola hace tiempo no hablaba contigo. Yo creo que lo que debemos hacer es invitar los maestros.”
<ul style="list-style-type: none"> For the first prompt, some students showed uncertainty with respect to the meaning of the word <i>participar</i> when used in the prompt, and whether the question was referring to participation on-stage or as a member of the audience. Because of this, students did not have time to state an answer and explain why: “pienso que esa es un buen idea. Nosotros nuestra compañeros pueden compartir sus talentos.” 	<ul style="list-style-type: none"> Students quickly chose one meaning of the word <i>participar</i>, either to participate on stage or attend the show, and had enough time to explain why they chose that answer: “Puede ser todo tipo de niños. Niños que hagan teatro o que están en los conciertos de banda, orquesta.”
<ul style="list-style-type: none"> In the second prompt, Sol gives her own opinion and then asks for an opinion from the students. Some students did not elaborate with details as indicated in the conversation outline and merely agreed with Sol on her opinion: “Pienso queeee... que todo vaaa salir bien.” 	<ul style="list-style-type: none"> Most students agreed with Sol about the choice to include many types of talents and included details to support their opinion: “Sí, la música es bien pero hay niños que tienen talento con los teatros con arte también.”
<ul style="list-style-type: none"> In the third prompt, some students seemed to be confused by the idiomatic expression “¿Cómo tienes pensado colaborar...?” and did not respond appropriately: “Pienso que ah... la competencia puede ah... muestra los talentos y dar un envairomento.” 	<ul style="list-style-type: none"> Students quickly interpreted the third prompt as them participating in planning the competition, or taking part on-stage, and gave supporting details as to how their collaboration would benefit the event: “nosotros vayamos a como... a promover este concurso que lo hagamos a ver en

<ul style="list-style-type: none"> Due to a lack of context in this question, students seemed unsure as to whether they were collaborating in performing in the contest or organizing the contest. Thus, many students paused while trying to answer this question and did not have time to fully answer with details: “<i>Si, con la competencia... creo que ... que todos los estudiantes van aaa ... competir connn... con ellos y...</i>”. 	<p><i>redes sociales que hacemos con papelitos para que nosotros invitamos a la escuela que venga a este.”</i></p>
<ul style="list-style-type: none"> In the fourth prompt, some students did not understand the use of the phrase <i>al aire libre</i> and misinterpreted <i>libre</i> here as <i>gratis</i>, in the sense of free of charge. This impacted the relevance of their response: “<i>me parece bien um... porque um... si el evento es libre um... muchas personas pueden asistirlo.</i>” The intonation of the recorded voice in the question “¿<i>Qué hacemos si llueve?</i>” seemed to confuse some students who did not understand the query: “<i>Sí yo quiero em... no sé. Creo que...</i>” or “<i>Si, podemos ... hacer una actividad que todos los estudiantes quieren hacer como por ejemplooo... como jugar en el...</i>”. 	<ul style="list-style-type: none"> Students correctly interpreted <i>al aire libre</i> as outdoors and offered suggestions on how to solve the problem of potential rain: “<i>Si se llueve podemos a moverlo a la a la adatorio.</i>” Students had no trouble understanding the question based on the intonation of the speaker and responded appropriately: “<i>Yo creo que si llueve, debemos ah hacerlo adentro ah de ah un lugad en vez de afuera porque si llueve la lluvia va a caer encima de todos.</i>”
<ul style="list-style-type: none"> In the fifth prompt, some students did not understand that the question asked for a suggestion on <u>what</u> to do with the money raised from the contest, and they misinterpreted the question as <u>how</u> to raise money instead. 	<ul style="list-style-type: none"> Students responded with ideas and supporting details regarding how to best use the funds earned from the contest: “<i>apoyemos aaaal gimnasio que se compre más um como herramientas para su deportes, los teatros con los disfraces que necesita para la obra.</i>”

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve 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 interpersonal communication requiring negotiation of meaning rather than performing memorized dialogues for oral practice.
- 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 to provide richer, more detailed responses, including a greater variety of vocabulary and grammar.

- Teachers can enhance student thinking by incorporating role-playing and hypothetical scenarios, encouraging them to think on their feet.
- Students should practice engaging in functionally scripted dialogues to learn the names of language functions, such as “*rechaza*,” “*acepta*,” “*responde con detalles*,” “*pide información*,” “*haz una sugerencia*,” “*da una explicación*,” etc.
- Teachers should explain the task structure and provide multiple opportunities to practice using the previous years’ interpersonal speaking task.
- Teachers should provide students with the opportunity to practice 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 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-andexam-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 find and access conversation tasks from previous exams. Teachers can also access three practice exams aligned to the 2025 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.
- 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 2014–2025 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 teach students 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: The Role of Outdoor Public Spaces

Max Score: 5

Total Group Mean Score: 3.29

Standard Group Mean Score: 3.27

What were the responses to this question expected to demonstrate?

The cultural comparison task assessed presentational speaking by having students develop and deliver a spoken presentation comparing an aspect of a Spanish-speaking culture with that of another community. Students were given 4 minutes to read the topic and plan their presentation, followed by 2 minutes to deliver it. The response received a single, holistic score based on how well it accomplished the assigned task.

The course theme for the 2025 cultural comparison task was "Contemporary Life," and the prompt asked students to compare the role of outdoor public spaces in a Spanish-speaking community with those in their own or another community. Examples of possible outdoor spaces were provided (parks, plazas, markets, etc.).

Students were expected to compare the cultural features—products, practices, and perspectives—of outdoor public spaces in Spanish-speaking communities to those of their own or another community. This task required students to express a perspective supported by details and examples, illustrating an opinion or idea in a presentational speaking format. Assessment focused on students' ability to plan effectively, produce well-structured presentations with appropriate register, use of transitional expressions to create coherent discourse, maintain comprehensible pronunciation and delivery, and express perspectives with supporting details and examples. Raters also evaluated how students' language use either aided or impeded the overall comprehensibility of the presentation.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required by this question?

Effective responses demonstrated mastery in expressing a perspective with relevant details and examples to support an opinion or idea in presentational speaking. Students who scored higher successfully compared cultural features—products, practices, and perspectives—of public spaces in Spanish-speaking communities with those of another community. These successful comparisons addressed both the specific outdoor spaces themselves (products and practices) and their social or cultural role (perspectives) within each community.

Many strong responses showed evidence of effective planning and a solid understanding of how outdoor public spaces serve as centers for social interaction, cultural expression, economic activity, social well-being, and community building. These students skillfully employed appropriate presentational strategies, such as transitional expressions, to organize their comparisons. They described plazas and town squares as centers of community life, markets as economic and social hubs, and parks as spaces for family recreation—often emphasizing how these spaces function in contemporary urban and rural contexts.

Successful responses were well-structured, using an appropriate register, and beginning with a clear introduction that established the comparison. These presentations developed their topics with specific examples and concluded by synthesizing similarities and differences. They also demonstrated control of language appropriate to a class presentation, using a variety of grammatical structures and complex sentences across multiple time frames when discussing the role of public spaces in both communities.

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"> Some responses failed to explain ideas with examples, limiting comparisons to naming types of spaces without discussing their cultural role. <i>“En México hay muchos parques y plazas y mercados, pero en mi comunidad tenemos parques también y algunas plazas, pero no muchos mercados al aire libre.”</i> 	<ul style="list-style-type: none"> Successful responses explained roles with specific examples: <i>“los roles de los espacios públicos al aire libre como los mercados... son para relajarse, para salir con la familia, para... respirar el aire libre, para recibir el sol y para hacer conexiones sociales importantes.”</i>
<ul style="list-style-type: none"> Responses with undeveloped statements impeded paragraph-length discourse creation. <i>“Hay muchos espacios públicos. Mercados y parques. En mi comunidad también hay parques. Es similar.”</i> 	<ul style="list-style-type: none"> Strong performances clearly structured presentations with appropriate development and used transitional expressions: <i>“hoy vamos a ver y comparar... por ejemplo, en mercados por todos p–por todas partes del mundo venden frutas, venden vegetales, venden... así que es muy importante hacer esas conexiones.”</i>
<ul style="list-style-type: none"> Frequent mistakes like <i>“mercados es más común”</i> or <i>“la color en México es más mejor”</i> and mispronunciations such as <i>“jispanolmente”</i> or hesitation-filled speech made it difficult to follow the message. 	<ul style="list-style-type: none"> Strong responses maintained accuracy and variety in grammar, syntax and usage, displaying control in both tense and mood, such as <i>“una experiencia que tuve yo es que fui”</i>, <i>“para que la gente se relaje”</i>, and <i>“ha llevado”</i>.
<ul style="list-style-type: none"> Lower scoring responses inconsistently monitored their language production and did not always recognize or attempt self-correction; missteps like <i>“yo fui a la parque”</i> or <i>“las países”</i> were often not corrected during speech, leading to persistent grammatical inaccuracy. 	<ul style="list-style-type: none"> Higher scoring responses effectively monitored language production, recognizing errors and attempting at self-correction and clarification to improve comprehensibility: <i>“por todos p–por todas partes del mundo”</i>; <i>“más espacios pa-públicos.”</i>
<ul style="list-style-type: none"> Many responses discussed only one culture or focused solely on surface-level features like places or activities in those places without analyzing the role behind them. 	<ul style="list-style-type: none"> Strong responses compared products, practices, and perspectives of celebrations in two distinct communities with supporting details and relevant examples.
<ul style="list-style-type: none"> Some responses did not focus on outdoor spaces and used indoor spaces for their presentation such as indoor malls and supermarket chains: <i>“por ejemplo se llama Kroger.”</i> 	<ul style="list-style-type: none"> Responses scoring in the high range of the scoring guidelines communicated an effective treatment of the topic by clearly comparing the role of outdoor public spaces: <i>“es muy importante para todos... tener uh espacios publicos para usar porque es buena para la salud mental y nos ayuda conectar con la naturaleza... con cada persona”</i>

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Teachers should make sure their students read the task and instructions carefully and address all of the expected parts for appropriate completion of the task.
- Teachers should train their students to always include two communities in their cultural comparison, ensuring that at least one of them is a Spanish-speaking community.
- Teachers should explicitly teach systematic planning approaches for cultural comparison tasks, including strategies for organizing cultural knowledge (Venn diagrams, T-charts etc.) during the four-minute preparation period.
- Teachers should remind their students about the difference between the task prompt and the AP curricular theme presented near the instructions so that students do not just give a presentation based on the curricular theme.
- Teachers should scaffold extensive practice with transitional expressions and cohesive devices through the language program to aid in comparison and contrast, particularly those that help students move between discussion of different communities and their cultural products, practices and perspectives.
- Teachers should train their students to verify their recordings to allow 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 (to eliminate background noise in recording, to assure proper voice volume, etc.).
- Teachers should remind students that it is perfectly acceptable to compare a Spanish-speaking community to their own community or any other community, including another Spanish-speaking community or use a Spanish-speaking community that resides in their home community.
- Teachers should present students with similar cultural comparison questions that contain two parts or multiple parts and break the question down into its various constitutive parts: *¿Qué papel/rol tienen en una comunidad del mundo hispanohablante que te sea familiar? Compara el papel/rol que tienen en una región del mundo hispanohablante que te sea familiar con el papel que tienen en tu comunidad o en otra comunidad.*
- Teachers should remind students that the list of ideas provided in parentheses are suggestions and should encourage students to generate other related possibilities to develop as supporting details.
- Teachers should address the use of communication strategies, such as circumlocution and paraphrasing through ongoing presentations using vocabulary related to course themes, ensuring students can deliver presentations with appropriate intonation and pacing.
- Teachers should work with the vertical team to ensure that from the novice level, students compare cultural products, practices, and perspectives.
- Teachers should provide authentic materials showing diverse uses of cultural products and practices across Spanish-speaking communities to support students' ability to develop examples of cultural perspectives.

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 do 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-spanishlanguage-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/classroomresources?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 2025 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/courses/ap-spanishlanguage-and-culture/exam>.
- 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://securemedia.collegeboard.org/ap/modules/world-languages-cultures/presentational-communicationsspeaking/story_html5.html.
- Teachers can select sample responses to cultural comparisons posted on AP Central from 2014–2025 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-spanishlanguage-and-culture/exam/past-exam-questions>.