
AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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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 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides some required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) with some elaboration 	<ul style="list-style-type: none"> Provides required information (responses to questions, request for details) 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 reader 	<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; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
<ul style="list-style-type: none"> Very simple sentences or fragments 	<ul style="list-style-type: none"> Simple sentences and phrases 	<ul style="list-style-type: none"> Simple and a few compound sentences 	<ul style="list-style-type: none"> Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> 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): BLANK (no response)

Task 1:
Email ReplyTask 2:
Argumentative Essay

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

Estimado profesor Luis Casillas:

Me alegro y te agradezco por ~~dar~~ ser parte de este proyecto. ~~Esta~~ Este tipo de disposición será especial por dar ~~las~~ perspectivas de los alumnos de dos escuelas. Además, dar una plataforma es importante para enfrentar y solucionar los problemas de nuestras comunidades.

En relación a ~~las~~ preguntas, ¿Crees que unos temas de interés deben ser el minimizar el uso de drogas en el colegio y confrontar el uso del internet para razones criminales. ~~Adicionalmente~~ Estos pueden ser importantes porque puede ayudar a que nuestros colegios pueden ser un promotor de parar estas actividades en nuestras comunidades. Unos aspectos ~~del~~ de la vida académica en Bolivia que interesan a los jóvenes son los deportes escolares como el fútbol de colegio y también el uso de las redes sociales para promover organizaciones de la escuela.

¿Solo tengo una pregunta, cuando ~~empezar~~^e ~~esta~~^e este proyecto? Espero una respuesta.

Atentamente,

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 Señor Luis Casilla:

¡Gracias por mandar este mensaje! Estoy muy emocionado por participar.

En mi opinión, yo creo que la tema de música puede ser la perfecta tema para ~~la~~ primera edición. Muchas jóvenes tienen interés en diferente tipos ~~de~~ música, así las respuestas pueden ser interesantes. Yo creo que los estudiantes de mi colegio van a estar muy interesados en la cultura de Bolivia. La cultura de Bolivia es muy diferente de aquí, pero creo que ellos van a estar muy interesados.

Otra vez, gracias por la mensaje. ¿Cuándo va a salir esta edición del periódico? ¡Que tengas ~~un~~ un día bueno!
Sinceramente,

Task 1:
Email ReplyTask 2:
Argumentative Essay

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

Estimado Señor Casillas,

Gracias para escribir a mi, por tu problema. Creo que el temas de interés general para los jóvenes podríamos incluir en esta primera edición conjunta es matemáticas y artes de lengua, porque es muy importante que los jóvenes es muy inteligente y ~~sea~~ sea completado escuela y tenga buenas notas. Los aspectos de nueva vida académica en Bolivia les interesarían a los estudiantes de su colegio en mi opinión personal es la vida a un buena estudiante, la nueva estudiantes en Bolivia usualmente no se estudiar, etc. tengo un interrogante para ti, ¿que creer es necesario ~~en completado en ordena~~ en ordena a completado sus idea?, gracias por su tiempo.

Atentamente,

Question 1

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

Overview

This task 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 the message and write the reply. The response received a single holistic score based on how well it accomplished the assigned task. Students needed to be able first to comprehend the email and then to write a reply using a formal form of address. The reply must address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The course theme for the email reply was “Personal and Public Identities.” The student was tasked with responding to Professor Luis Casillas, a teacher at the International School of Potosí in Bolivia. The student, who works as the editor of their school newspaper, has accepted the opportunity to collaborate with the International School of Potosí’s newspaper and must now respond to Mr. Casillas’ email. The original email asks two questions of the student:

1. What topics of general interest to young people could we include in this first edition together? Why?
2. What aspects of our academic life in Bolivia would be of interest to students in your school?

In the directions for this task, the students are also asked to include a greeting **and** a closing, and elicit more information.

Sample: 1A

Score: 4

- Maintains the exchange with a response that is generally appropriate within the context of the task (*Me alegro y te agradezco por ser parte de este proyecto; En relacion a las preguntas...; ¿Solo tengo una pregunta, cuando emperzaremos este proyecto?*).
- Provides most required information—responses to questions, request for details—with some elaboration (*creo que unos temas de interés deben ser el minimizar el uso...*).
- Fully understandable, with some errors that do not impede comprehensibility (*Estos pueden ser importantes porque puede ayudar a que nuestros colegios pueden ser un promotor de parar...*).
- Varied and generally appropriate vocabulary and idiomatic language (*dar una plataforma; minimizar el uso de drogas; para promocionar...*).
- General control of grammar, syntax, and usage (*Este tipo de dispocision sera...; ...deben ser el minimizar el uso de..*).
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence, such as greeting, closing (*Estimado professor; Me alegro y te agradezco; [shift] atentamente*).

Sample: 1B

Score: 3

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task. (*Estoy muy emocionada ha participar; Yo creo que los estudiantes de mi colegio van ha estar muy interesado en la cultura de Bolivia.*)

Question 1 (continued)

- Provides most required information—responses to questions, request for details (first question: *En mi opinión...*; second question: *Yo creo que los estudiantes de mi colegio...*; request for information: *Cuando va a salir esta edición...*).
- Generally understandable, with errors that may impede comprehensibility (*la tema de musicá...; Estoy muy emocionada ha participar; ...los estudiantes de mi colegio van ha...*).
- Appropriate but basic vocabulary and idiomatic language (*En mi opinión...; Otra vez*).
- Some control of grammar, syntax, and usage (*Muchos jóvenes tienen interés en diferente tipos...; ...La cultura de Bolivia es muy diferente...*).
- 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 (*¡Que tengas una día buena!; Sinceramente*).
- Simple and a few compound sentences (*Yo creo que la tema de música...; ...así las respuestas pueden ser interesantes*).

Sample: 1C

Score: 2

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task. (*Gracias Para escribir a mi, Por tu Problema. Creo que el temas de interés general Para los jóvenes Podríamos incluir en esta... es matematicas y artes de lengua.*)
- Provides some required information—responses to questions, request for details. (*Creo que el temas de interés general Para los jóvenes Podríamos incluir en esta... es matematicas y artes de lengua.*)
- Partially understandable with errors that force interpretation and cause confusion for the reader (*es Muy importante que los jovenes es muy intelegente y sea completado escuela...*).
- Limited vocabulary and idiomatic language. This response takes many words from the prompt. (*Podríamos incluir en esta Primera edición Conjunta; Los aspectos de... les interesarian a los estudiantes de su Colegio.*)
- Limited control of grammar, syntax, and usage (*es muy importante que los jovenes es muy intelegente y sea completad... y tenga buenas notas; ¿que creer es necessario en ordeña a completado sus idea?*).
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies (*Por tu Problema; Para tu, ¿que creer es...; Gracias Por su tiempo*).