

2008 AP® SPANISH LANGUAGE—INTERPERSONAL WRITING SCORING GUIDELINES

| SCORE | DESCRIPTION | TASK COMPLETION* | TOPIC DEVELOPMENT* | LANGUAGE USE* |
|--|---|--|---|--|
| 5 Demonstrates excellence | HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following: | <ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the writing task | <ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references included | <ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate |
| 4 Demonstrates command | MID-HIGH A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following: | <ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the writing task | <ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references included | <ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate |
| 3 Demonstrates competence | MID A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following: | <ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the writing task | <ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references included | <ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate |
| 2 Suggests lack of competence | MID-LOW A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as follows: | <ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task | <ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response may have inadequate organization Inaccurate social and/or cultural references may be included | <ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate |
| 1 Demonstrates lack of competence | LOW A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as follows: | <ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task | <ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references included | <ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register |
| 0 | A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic; or, it may not provide sufficient language to evaluate. | | | |

* Scores may be lowered on a writing sample of fewer than 60 words.

Directions: For the following question, you will write a message. You have 10 minutes to read the question and write your response. Your response should be at least 60 words in length.

Instrucciones: Para la pregunta siguiente, escribirás un mensaje. Tienes 10 minutos para leer la pregunta y escribir tu respuesta. Tu respuesta debe tener una extensión mínima de 60 palabras.

Imagina que te vas a graduar de la escuela secundaria. Escribe una carta a un maestro o una maestra que ha tenido una influencia positiva en tu vida escolar. En la carta debes

- explicar el motivo por que le escribes
- explicar su importancia en tu vida escolar
- describir tus planes para el futuro
- despedirte dándole las gracias

~~Estimada~~

Querido Profesora García,

~~Le escribo hoy para agradecerle~~
 Le escribo hoy porque quiero agradecerle ~~pa~~
 por su tiempo y este año pasado. Usted me ~~me~~
 aconsejó mucho y no puedo olvidar sus
 lecciones. Espero que siga enseñarme en el futuro.
 Sin su clase, no podría trabajar por el gobierno. Ud.
 me dio todos los recursos para comprender el
 gobierno y que necesitaré hacer. Después de
 algunos años en Washington, ~~comenzaré~~ ~~que~~ buscaré
 trabajo en la oficina del Presidente o otra posición
 importante. Yo sé que ~~es~~ son metas grandes
 y es probable que no ~~estara~~ pueda completarlas.
 Sin embargo, trataré encontrar un trabajo que
 me encanta. Gracias otra vez por su ayuda,

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Interpersonal Writing

todas mis metas no serán posibles sin su confianza.
ii. ~~Le visitaré muchas veces cuando regrese a Nueva Jersey.~~

~~Le visitaré cuando regrese a mi casa~~

~~¡Me visite mucho!~~

¡Me visite!

Un abrazo,



GO ON TO THE NEXT PAGE.

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Imagina que te vas a graduar de la escuela secundaria. Escribe una carta a un maestro o una maestra que ha tenido una influencia positiva en tu vida escolar. En la carta debes

- explicar el motivo por que le escribes
- explicar su importancia en tu vida escolar
- describir tus planes para el futuro
- despedirte dándole las gracias

Estimado maestro, estoy escribiendo esta carta para darte las gracias por tu influencia positiva en mi vida escolar. Me voy a graduar este año y tu me has empujado en los estudios. Por esa razón voy a atender el colegio de Cal Poly Pomona el año que viene. Tu influencia positiva me ha adelantado en los estudios. y darte ~~muchas~~ ^{las} gracias por tu ayuda; ~~te~~ ^{lo} agradezco mucho.

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Instrucciones: Para la pregunta siguiente, escribirás un mensaje. Tienes 10 minutos para leer la pregunta y escribir tu respuesta. Tu respuesta debe tener una extensión mínima de 60 palabras.

Imagina que te vas a graduar de la escuela secundaria. Escribe una carta a un maestro o una maestra que ha tenido una influencia positiva en tu vida escolar. En la carta debes

- explicar el motivo por que le escribes
- explicar su importancia en tu vida escolar
- describir tus planes para el futuro
- despedirte dándole las gracias

Querido Señora Busta,

Estoy escribiendo a usted porque usted ha tenido una influencia positiva en mi vida escolar. Usted es una ~~maestra~~ maestra muy cariñosa que siempre tenga tiempo para hablar ~~con~~ conmigo. Usted atemptaba a respuestar todos mis preguntas. usted me decía que yo pueda hacer todos los que quiera hacer. usted le gusta mi escribir, y decía que estoy una buena escritora. No sé si es verdad, pero yo quiero creer a usted. Este año, yo asistirá a la UCHA y ~~se~~ estudiará inglés y problemas que personas tienen con cada otra. Muchas gracias por todo que

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usted hacia para mi.

~~XXXX~~ Sinceramente,



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Interpersonal Writing

Overview

This question was intended to measure students' abilities to create an informal communication with proper register, while responding appropriately to all four parts of the prompt. Students had 10 minutes to read the prompt and to write a response that was at least 60 words in length. The prompt asked them to imagine that they were graduating from high school and to write a letter to a teacher who had had a positive influence on their school lives. Students had to include four things in the letter: their motive for writing; the teacher's importance in their life at school; their plans for the future; and a farewell, with thanks, to the teacher. Responses were scored on effective task completion, topic development, and language use.

Sample: IW-AA

Score: 4

This response demonstrates command in interpersonal writing and appropriately addresses and completes all parts of the task. Treatment of the topic is relevant and well developed with details corresponding to the second and third prompts: "*Sin su clase, no podría trabajar por el gobierno,*" "*Después de algunos años en Washington, buscaré trabajo en la oficina del Presidente o [sic] otra posición importante.*" The response is organized and cohesive, with appropriate social references: "*Usted me aconsejó mucho y no puedo olvidar sus lecciones.*" Although a few grammatical errors occur ("*quiero graciarse [sic],*" "*Espero que siga enseñarme [sic] en el futuro*"), there is evidence of control of a variety of structures and idioms: "*Ud. me dio todos los recursos para comprender el gobierno,*" "*es probable que no pueda completarlas,*" "*Gracias otra vez por su ayuda.*" There is considerable breadth of vocabulary: "*metas,*" "*recursos,*" "*aconsejó,*" "*Sin embargo,*" "*confianza.*" The conventions of the written language are generally correct, and the register is appropriate.

Sample: IW-BB

Score: 3

This writing sample demonstrates competence in interpersonal writing. Although it addresses and completes the task, it only partially responds to the fourth prompt. The treatment of the topic is relevant and organized, with adequate cohesiveness. Although there is not a great variety of structures, the ones used are generally correct: "*para darte las gracias,*" "*Me voy a graduar,*" "*Tu influencia positiva me ha adelantado.*" The vocabulary is appropriate, with occasional interference from another language: "*voy [sic] atender,*" "*el colegio [sic] de Cal Poly.*" There are also a few errors in conventions of the written language: "*estroy [sic] escribiendo esta carta,*" "*tu alluda [sic],*" "*Por esa razon [sic],*" "*te lo agradezco [sic].*" The register is not consistently appropriate for this task.

Sample: IW-CC

Score: 2

This sample suggests lack of competence in interpersonal writing and is in the mid-low range. Although it responds to all parts of the prompt, the poor language negatively affects the completion of the task, particularly the third part: "*Este año, yo asistiré [sic] a la UCLA y estudiaré [sic] inglés [sic] y problemas que personas tienen con cada otra.*" Although the treatment of the topic is relevant, the response demonstrates inadequate organization, especially in the description of the student's plans for the future: "*Usted me decía que yo pueda [sic] hacer todos [sic] los [sic] que quiera hacer.*" Frequent grammatical errors occur even in elementary structures: "*Querido [sic] Señora Busta,*" "*Usted es una maestra muy cariñosa que siempre tenga [sic] tiempo para hablar conmigo.*" The vocabulary is limited, with

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Interpersonal Writing (continued)

interference from another language: “*Usted attemptaba [sic] a respuestar [sic] todos [sic] mis preguntas.*” There are frequent errors in conventions of the written language, especially sentence structure: “*Usted le gusta mi escribir [sic],*” “*estoy [sic] una buena escritora,*” “*yo quiero creer [sic] a usted.*” The register is appropriate.