

**AP® SPANISH LANGUAGE—2013 INTERPERSONAL WRITING SCORING GUIDELINES**

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

SPANISH LANGUAGE

SECTION II

Total Time Section II—Approximately 1 hour and 35 minutes

PART A: WRITING

Total Time Part A—Approximately 1 hour and 5 minutes

Part A-1: Interpersonal Writing

Time—10 minutes

1A 10/2

**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 acabas de volver de hacer *camping* con tus amigos. Escríbele un correo electrónico a tu mejor amigo o amiga que no pudo ir contigo. En el mensaje debes

- saludar a tu mejor amigo o amiga
- describir el lugar del *camping*
- contarle qué hicieron durante el *camping*
- invitar a tu mejor amigo o amiga para el próximo *camping*
- despedirte

1 Querida amiga:  
2 Hola, ¿Cómo estas? Te envío este correo electrónico  
3 para contarte de mi gran experiencia en "camping", este  
4 era un lugar hermoso, con muchos paisajes, árboles,  
5 aves, etc, era un lugar donde te podías relajar  
6 completamente. Durante el camping hicimos diferentes  
7 actividades, una de las actividades que más me  
8 gustó fue cuando conocimos a las personas que venían  
9 de diferentes lugares, también hicimos muchas actividades  
10 deportivas, como jugar fútbol, etc. Lo más importante es  
11 que no la pasamos bien. Desearía que para el

1 of 2

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Interpersonal Writing

1A 2012

- 12 próximo camping tú pudieras ir y poder disfrutar de
- 13 todas las actividades y las experiencias que se tienen.
- 14 Bueno, me despido de ti, que pases una linda
- 15 tarde y espero que puedas ir al próximo camping, adiós.

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SPANISH LANGUAGE

SECTION II

Total Time Section II—Approximately 1 hour and 35 minutes

PART A: WRITING

Total Time Part A—Approximately 1 hour and 5 minutes

Part A-1: Interpersonal Writing

Time—10 minutes

1B1072

**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 acabas de volver de hacer *camping* con tus amigos. Escríbele un correo electrónico a tu mejor amigo o amiga que no pudo ir contigo. En el mensaje debes

- saludar a tu mejor amigo o amiga
- describir el lugar del *camping*
- contarle qué hicieron durante el *camping*
- invitar a tu mejor amigo o amiga para el próximo *camping*
- despedirte

7 de mayo de 2013

1  
2 ~~Querido Amigo:~~  
3 Querido Amigo:  
4 ¡Hola! ¿Cómo estás? Te estoy  
5 escribiendo para decirte que  
6 fui ~~en~~ ~~camping~~. ~~en~~ <sup>fui</sup> ~~en~~ un lugar en  
7 orlando, cerca de un lago grande.  
8 cuando llegamos, busquemos un  
9 lugar grande para toda la  
10 familia. NOSOTROS cantemos  
11 canciones, cocinemos pescado

1 of 2

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SPANISH LANGUAGE

SECTION II

1 C

Total Time Section II—Approximately 1 hour and 35 minutes

PART A: WRITING

Total Time Part A—Approximately 1 hour and 5 minutes

Part A-1: Interpersonal Writing

Time—10 minutes

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 acabas de volver de hacer *camping* con tus amigos. Escríbele un correo electrónico a tu mejor amigo o amiga que no pudo ir contigo. En el mensaje debes

- saludar a tu mejor amigo o amiga
- describir el lugar del *camping*
- contarle qué hicieron durante el *camping*
- invitar a tu mejor amigo o amiga para el próximo *camping*
- despedirte

el 7 de mayo de 2013

1. Queridos amigos,

2. Espero que usted se encuentre muy bien.

3. Yo soy hacer *camping* con mi amigos... Nosotros

4. vamos ~~no~~ nadar y patinar. Yo soy muy castaño. Yo

5. invitan ellos.

6.

7.

8.

9. Repetuasament,

10.

11.

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# AP<sup>®</sup> SPANISH LANGUAGE 2013 SCORING COMMENTARY

## Part A-1: Interpersonal Writing

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

### Overview

This question was intended to measure the student's ability to compose an electronic message with proper register, while responding appropriately to all five parts of the prompt. The students had 10 minutes to read the prompt and to write a response that was at least 60 words in length. The task asked them to imagine that they had just returned from a camping trip with friends and to write a message to the student's best friend who was unable to accompany them to the camping trip. In the message, the students were asked to do five things: greet the best friend, describe the place where they camped, give details about what they did in the trip, invite the best friend to a future camping trip, and say goodbye. The response was scored on effective task completion and topic development in one category and language use in a second category.

### Sample: 1A Score: 5

This response fully addresses and completes the task. It refers thoroughly to all of the prompts and offers relevant details to enrich the task of writing a message to tell a friend about a recent camping experience and invite him or her to the next camping trip ("*este era un lugar hermoso, con muchos paisajes, árboles, aves, etc*"; "*una de las actividades que más me gustó*"; "*también hicimos muchas actividades deportivas*"). The response is very well organized and cohesive, and the ideas flow well together. In language use, there is evidence of control of a variety of structures and idioms ("*Desearía que para el próximo camping tú pudieras ir y poder disfrutar de*"; "*que pases una linda tarde*"; "*Lo más importante es*"). There is excellent command of the verb tenses ("*envío*"; "*contarte*"; "*te podías relajar*"; "*hicimos*"; "*Desearía*"; "*pudieras*"), and rich and precise vocabulary. The use of the conventions of the language is excellent, with very few errors in accentuation ("*estas*"). Punctuation is appropriate and the register is consistently informal. In summary, this response demonstrates excellence.

### Sample: 1B Score: 3

This response addresses and completes the task of writing a message to tell a friend about a recent camping experience and invite him or her to the next camping trip, although there is minimal development of the topic. There is a basic organization that follows the order of the prompts, but the treatment of the topic is adequate. The language in this response is understandable and communicates the message despite mistakes. There are errors in a variety of structures ("*Llamame si quieres ir para que tu mama puede hablar*"; "*cuando llegemos, busquemos un lugar*"). Accents are either missing or misplaced, but punctuation and register are generally correct ("*Nosotros cantemos canciones, cocinemos pescado y fuimos caminando por el bosque*"). In summary, this response demonstrates competence.

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2013 SCORING COMMENTARY**

**Part A-1: Interpersonal Writing (continued)**

**Sample: 1C**

**Score: 1**

This response does not complete the task. The student responds inappropriately to most prompts or does not attempt to answer. There is no organization nor social or cultural references relative to camping and the register is inappropriate (“*Queridos amigos, Espero que usted se encuentre bien*”; “*Respetuosament*”). There are numerous grammatical errors (“*Yo soy hacer camping*”; “*Yo invitan ellos*”), showing no control of even elementary structures. In summary, this response demonstrates lack of competence.