

AP[®] SPANISH LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

Presentational Writing: Persuasive Essay

5: STRONG performance in Presentational Writing

- Effective treatment of topic within the context of the task
 - Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
 - Integrates content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
 - Organized essay; effective use of transitional elements or cohesive devices
 - Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
 - Varied and appropriate vocabulary and idiomatic language
 - Accuracy and variety in grammar, syntax and usage, with few errors
 - Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences
-

4: GOOD performance in Presentational Writing

- Generally effective treatment of topic within the context of the task
 - Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
 - Summarizes, with limited integration, content from all three sources in support of the essay
 - Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
 - Organized essay; some effective use of transitional elements or cohesive devices
 - Fully understandable, with some errors which do not impede comprehensibility
 - Varied and generally appropriate vocabulary and idiomatic language
 - General control of grammar, syntax and usage
 - Develops mostly paragraph-length discourse with simple, compound and a few complex sentences
-

3: FAIR performance in Presentational Writing

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of the essay
- Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Uses strings of mostly simple sentences, with a few compound sentences

AP[®] SPANISH LANGUAGE AND CULTURE EXAM 2014 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

2: WEAK performance in Presentational Writing

- Unsuitable treatment of topic within the context of the task
 - Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
 - Summarizes content from one or two sources; may not support the essay
 - Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
 - Limited organization; ineffective use of transitional elements or cohesive devices
 - Partially understandable, with errors that force interpretation and cause confusion for the reader
 - Limited vocabulary and idiomatic language
 - Limited control of grammar, syntax and usage
 - Uses strings of simple sentences and phrases
-

1: POOR performance in Presentational Writing

- Almost no treatment of topic within the context of the task
 - Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
 - Mostly repeats statements from sources or may not refer to any sources
 - Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
 - Little or no organization; absence of transitional elements and cohesive devices
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax and usage
 - Very simple sentences or fragments
-

0: UNACCEPTABLE performance in Presentational Writing

- Mere restatement of language from the prompt
 - Clearly does not respond to the prompt; completely irrelevant to the topic
 - "I don't know," "I don't understand" or equivalent in any language
 - Not in the language of the exam
-

- (hyphen): **BLANK (no response)**

1 El tema de ~~los~~ la participación en las redes
 2 sociales es, sin duda, polémico. Hoy en día, es
 3 claro que hay muchas ventajas y desventajas de
 4 estar conectado a las redes sociales. Aunque en
 5 general es bastante diferente para cada persona
 6 ~~dependiente de~~ ^{con diferentes} ~~en~~ las circunstancias, me imagino que
 7 el mundo sería muy diferente sin las redes
 8 sociales y lo que llevan. Entonces, es mejor
 9 participar, pero con límites.

10 Desde una persona hasta un grupo
 11 empresarial, el Internet ~~proporciona~~ ^{contribuye} muchas ventajas
 12 para todos. Sin embargo, algunas veces las ventajas se
 13 convierten en desventajas. Como menciona la fuente número
 14 uno, las redes sociales son una manera de "compartir
 15 momentos especiales con las personas cercanas a
 16 nuestras vidas." Es decir que no más hay que enviar
 17 cartas en las fobs, ahora simplemente se tiene que
 18 compartirlas en la Red. Pero por muchas personas, la
 19 mayoría de personas con que están conectadas no
 20 son personas cercanas como ^{la} familia, etc. Por eso, ese
 21 momento especial no ~~es~~ más es tan importante o
 22 especial, porque es compartido con varias personas
 23 y no solamente las personas ~~son~~ cercanas. Todavía,
 24 no es algo que se debería ~~de~~ dejar de usar
 25 las redes sociales - las ventajas pesan más de las

Do Not Write Beyond This Border

1 of 3

desventajas.

Es muy interesante y cierto lo que demuestra la fuente número dos. Si se viera a los dos porcentajes de Asia Oriental y Chile, se daría cuenta de una gran diferencia. Solamente 51% de Asia usan las redes sociales, mientras que 92% de Chile. Pero, los dos países funcionan como buenos miembros del mundo, así es posible sobrevivir sin el Internet y Facebook, etc. Sin embargo, el promedio del mundo es 71%. Muestra que ayuda mucho quedarse conectado al resto del mundo si tiene un perfil en el Internet, o si ~~usa~~ usa las redes sociales.

Con las redes sociales es probable que vaya a conocer más y más personas, pero como cita la fuente número tres, estas amistades son menos personales por medio de un ordenador. Vaya donde vaya, siempre va a encontrar y conocer nuevas personas, pero en la red social es aún más fácil. O sea, es una buena oportunidad usar y participar en el Internet, pero sería bárbaro si todos pudieran participar en el Internet mientras mantienen sus relaciones personales con ~~personas~~ personas en vivo.

En resumidas cuentas, yo diría que sí es mejor que participe en las redes sociales como quiera. Simplemente es necesario estar conectado para

2 of 3

2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

51
52
53
54
55
56

que vea lo que está ocurriendo en el resto del mundo, y para que sea fácil comunicarse con otras personas ~~en tiempo real~~ en tiempo real. ~~¶~~ Aún después de todo eso, no se olvide ir afuera, y jugar ~~te~~ con otras personas en la calle, lejos de una computadora.

Do Not Write Beyond This Border

Do Not Write Beyond This Border

3 of 3

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Algunas personas piensan que estar en las redes sociales es una mala cosa. Pero yo creo que no es una mala cosa porque estas conectado con tus amigos y aprendes mas en lo que esta pasando alrededor de ti.

Hay muchas ventajas por estar en las redes sociales como explica la fuente 1 dice que las cosas buenas que traen las redes sociales es que puedes compartir momentos especiales con las personas cercanas. Pueden generar movimientos masivos de solidaridad ante una situación de crisis. Todas estas cosas que menciona la fuente 1 son buenas cosas, como compartir fotos con familiares o irta en este tiempo es la manera en que se pueden mandar fotos y ver a la otra persona y son momentos especiales. Tambien cuando explica que puedes generar un movimiento, cuando dices que vas a hacer algo en las redes sociales en menos de un segundo toda la gente se da cuenta y lo que quieres hacer se hace en realidad por las redes sociales.

Do Not Write Beyond This Border

1 of 2

2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2^{2c}

Do Not Write Beyond This Border

1 La red social, peligro de seguridad, o perezosa. Mucha gente se comunica
2 usando la red asiendo amigos. Pero tambien te afecta a ti en diferentes
3 maneras.

4 Es divertido estar en la red comunicando con amigos o asiendo amigos
5 lejanos. Puede ayudarte estar cerca de familiares lejanos mandandoles mensajes o
6 fotos. Puede ayudar una persona solitaria tener felicidad con amigos que hizo
7 en la red.

8 Aunque sea divertido hacer un nuevo amigo, no sabes si es enrialidad
9 quien es o sus intenciones con tigo. Puede talvez tener informacion de ti
10 que sugara que te roben. O tal vez te molestan en la red Cyberbullying
11 que te causa depresion o tristesa.

12 Y si no tienes problemas en la red no vas a salir a hablar con
13 tu amigo, jugar, hacer actividades, o ver los phisica mente. Mucha Obecida pasa
14 por no ser activo. Solo hablas con amigos en la red haciendo nada por horas.

15 Me opinion es que usas ^{la} red con responsibilidad no solo para tu
16 gusto y sal con tus amigos a ser ejercicio. ~~Con~~ Conectate con familia diciendoles
17 como estan y esrojan a sus amigos bien.

1 of 1

AP[®] SPANISH LANGUAGE AND CULTURE 2014 SCORING COMMENTARY

Task 2: Persuasive Essay

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

Overview

This task assessed writing in the presentational communicative mode by having the student write a persuasive essay to submit to a Spanish writing contest, in which they were supposed to answer the question “Is it better to participate or not to participate in social media?” The essay topic was based on three sources (two print sources and one audio source), which presented different viewpoints on the topic. In the persuasive essay, the student was asked to present the sources’ different viewpoints on the topic, as well as to indicate and thoroughly defend their own viewpoint on the topic. The student was asked to use, refer to, and appropriately identify information from all the sources in order to support their essay. The student was asked to organize their persuasive essay into clear paragraphs.

Sample: 2A

Score: 5

This response presents an effective treatment of topic within the context of the task. The argument is balanced; it begins with a thesis statement and then moves on to consider other points. The response demonstrates a high degree of comprehension of the sources’ viewpoints, with very few minor inaccuracies. Throughout the essay, the sources are cited and then elaborated upon with the student’s own ideas, therefore making it an original response. The response integrates content from all three sources in support of the essay and there is a constant synthesis. The response presents and defends the student’s own point of view with a high degree of clarity by using the sources (“*las ventajas se convierten en desventajas*”; “*pero sería bárbaro si todos*”). The response develops a persuasive argument with coherence and detail. This is an organized essay; effective use of transitional elements or cohesive devices is present and transitions are well done. The response is fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility. Ease of expression is present (“*Osea, es una buena oportunidad usar y participar en el Internet mientras mantienen sus relaciones personales con personas en vivo*”). There are occasional errors (“*mantenen*”; “*subsistir*”; “*ocuriendo*”), but generally the response contains varied and appropriate vocabulary and idiomatic language and there is accuracy and variety in grammar, syntax, and usage, despite those few errors. The response develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences. The essay presents beautiful paragraph length discourse (“*en resumidas cuentas, yo diría que sí, es mejor que participe en las redes sociales como quiera ... lejos de una computadora*”).

Sample: 2B

Score: 3

This response presents a suitable treatment of topic within the context of the task. The response has a basic and adequate thesis (“*Algunas personas piensan que estar en las redes sociales es una mala cosa .. lo que esta pasando alrededor de ti*”). The response demonstrates a moderate degree of comprehension of the sources’ viewpoints, but does include some inaccuracies. Throughout the essay, the sources are all present, even though they are not treated in detail. The response summarizes content from at least two sources in support of the essay. The response quotes and summarizes the sources one by one, with limited integration (“*Todas estas cosas que menciona la fuente 1 son buenas cosas*”; “*Fuente 2 enseña el porcentaje de personas que estan en las redes sociales*”; “*Y en la fuente 3 explica como las redes sociales han cambiado la manera .. y es más fácil por esa manera*”). The response presents and defends the student’s own viewpoint on the topic and develops a somewhat persuasive and coherent argument. The response contains some organization and limited use of transitional elements or cohesive devices. The essay has clear, basic organization, with few transition words (“*otras razones*”; “*Pues*”). The response is

**AP[®] SPANISH LANGUAGE AND CULTURE
2014 SCORING COMMENTARY**

Task 2: Persuasive Essay (continued)

generally understandable, with errors that may impede comprehensibility. This essay contains some errors that may impede comprehensibility for the reader (“*abentajas*”; “*tri las*”; “*racones*”; “*haci*”). The response uses appropriate but basic vocabulary and idiomatic language; repetitive vocabulary is used to emphasize the viewpoint. There is some control of grammar, syntax, and usage; the response uses strings of mostly simple sentences, with a few compound sentences.

Sample: 2C

Score: 1

This response contains almost no treatment of topic within the context of the task. The response does not answer the given question, but instead the student’s point of view on a different question is given (“*La red social, peligro de seguridad, o peresoso. Mucha hente se comunica usando la red asiendo amigos. Pero también te afecta a ti en diferentes maneras*”). The response does not complete the task of writing a persuasive essay based on the given sources. In addition, the response demonstrates poor comprehension of the sources’ viewpoints and includes frequent and significant inaccuracies. None of the sources are used directly or implicitly. The response mostly repeats statements from sources, if it refers to any. Only the third source is vaguely referenced. The response minimally suggests the student’s own viewpoint on the topic; the argument is undeveloped or incoherent. Throughout the essay, the same point of view is repeated, to little effect. There is little to no organization and an absence of transitional elements and cohesive devices. There is a failed attempt to organize the essay, which is barely understandable, with frequent or significant errors that impede comprehensibility. In the case of this essay, the reader has to make the effort to understand what the essay is trying to say (“*Mucha obecida*”). There are few vocabulary resources, and basic vocabulary words are misspelled (“*hente*”; “*afecta*”; “*juegar*”; “*a ser ejercicio*”). There is little or no control of grammar, syntax, and usage and uses very simple sentences or fragments.