

AP[®] SPANISH LANGUAGE AND CULTURE EXAM

2015 SCORING GUIDELINES

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

Interpersonal Writing: E-mail Reply

5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
 - Provides required information (responses to questions, request for details) with frequent elaboration
 - 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
 - Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
 - Variety of simple and compound sentences, and some complex sentences
-

4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
 - Provides most required information (responses to questions, request for details) with some elaboration
 - 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
 - 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)
 - Simple, compound and a few complex sentences
-

3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
 - Provides most required information (responses to questions, request for details)
 - Generally understandable, with errors that may impede comprehensibility
 - Appropriate but basic vocabulary and idiomatic language
 - Some control of grammar, syntax and usage
 - 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
 - Simple and a few compound sentences
-

2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- 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
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

AP[®] SPANISH LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

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

1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
 - Provides little required information (responses to questions, request for details)
 - Barely understandable, with frequent or significant errors that impede comprehensibility
 - Very few vocabulary resources
 - Little or no control of grammar, syntax and usage
 - Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
 - Very simple sentences or fragments
-

0: UNACCEPTABLE performance in Interpersonal Writing

- 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
-

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

1 Estimada Sra Coordinadora Arias:

2 Muchas gracias por la maravillosa oportunidad
3 de permitirme saber mas acerca del programa
4 Becas Culturales del Banco Nacional de Perú. Sería
5 de gran utilidad brindarles algunas dificultades
6 que podría encontrar al vivir en una comunidad
7 y sociedad diferente a la mía, al encontrarme en
8 el proceso de selección. La principal sería, el estar
9 lejos de mi familia y el cambio de costumbres.

10 También me podría afectar los horarios de escuela,
11 ya que he oído que algunas empiezan por la
12 tarde, mientras que en EE.UU empiezan por la
13 mañana. Las comidas, también representarían
14 un gran cambio. Por ejemplo, en Perú, el
15 seviche es una comida tradicional, sin embargo,
16 en EE.UU estamos adaptados a comidas rápidas
17 como McDonald's y Wendy's. A pesar de que
18 entrar a tan prestigioso programa representan
19 cambios, a la misma vez representan
20 oportunidades. Tendré la oportunidad de conocer
21 nuevas personas, desarrollar más el lenguaje,
22 y último pero no menos importante, conocer
23 nuevas costumbres y tradiciones. Sin embargo,
24 me gustaría saber mas información. Una de
25 mis grandes dudas es cuántos estudiantes de la

1 of 2

GO ON TO THE NEXT PAGE.

Do Not Write Beyond This Border

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

1A2of2

26
27
28
29
30
31

Florida Son seleccionados? Todos somos enviados
al mismo lugar?. Tambien me gustaria saber
que tiempo duraria? exactamente dos meses o menos
Muchas gracias por la oportunidad. Espero haber
respondido todas sus preguntas y que le sean
de gran utilidad. Sinceramente,

Do Not Write Beyond This Border

DO NOT WRITE BEYOND THIS BORDER

2

2/2

GO ON TO THE NEXT PAGE.

1 Estimada sra. Arias,

2 Gracias por su mensaje. Estoy muy
3 emocionada de que soy parte del
4 grupo de finalistas para esta beca.

5 Claro que hay haber algunos
6 dificultades en vivir en otra comunidad
7 por ejemplo, voy a ser la vecina nueva, así
8 que no voy a conocer al resto como ellos
9 conocen el uno al otro. También, voy estar
10 lejos de mi familia. Yo, que soy una persona de
11 familia, me puedo poner bastante triste de
12 estar lejos de ellos. Sin embargo, me acostumbro.

13 Esta experiencia puede mantener un gran
14 efecto en ~~mi~~ mi vida, ahora, y en el futuro.
15 Podría ir a la universidad que mayormente
16 significa que voy a tener un trabajo bueno
17 en el futuro. También, ~~no~~ no voy a ~~tener~~
18 ~~ten~~ tener que pagar tanto después que
19 me gradúo de la universidad.

20 Espero ~~la~~ ^{su} decisión. Gracias por esta
21 oportunidad.

22
23 Cordialmente,
24
25

AP[®] SPANISH LANGUAGE AND CULTURE

2015 SCORING COMMENTARY

Task 1: E-mail Reply

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

Overview

The student was asked to initiate and sustain interaction during a written interpersonal communication by writing an e-mail reply in response to an e-mail message received in reference to a possible scholarship to go to Peru. In the reply the student was asked to include a greeting and a closing, respond to two questions that were addressed in the e-mail received, elicit information and clarify meaning about the topic in the original message. The student was also asked to use a variety of vocabulary, including idiomatic and culturally appropriate expressions. Finally, the student was asked to use a formal form of address in their response, as well as an appropriate format and conventions.

Sample: 1A

Score: 5

This e-mail reply maintains the exchange with a response that is clearly appropriate within the context of the task. The reply starts with a well-elaborated introduction and continues with all the required information, including responses to the questions and request of information, in an elaborated reply that incorporates cultural references (“*Por ejemplo, en Peru, el seviche es una comida tradicional*”). This reply is fully understandable, with ease and clarity of expression. Language is strong throughout with a few minor errors. The vocabulary is varied and includes the use of idiomatic language (“*maravillosa oportunidad*”; “*cambio de costumbres*”; “*comidas rapidas*”). There is also accuracy and variety in grammar, syntax, and usage, for example: future tense (“*Tendré la oportunidad de conocer*”); conditional tense throughout the essay (“*Sería de gran utilidad*”); and compound sentences with subjunctive (“*Espero haber respondido todas sus preguntas y que le sean de gran utilidad*”). Register is also appropriate and consistent along the reply.

Sample: 1B

Score: 3

This e-mail response maintains the exchange with a response that is somewhat appropriate within the context of the task. There is an appropriate greeting and closing and it provides responses to the questions but does not request any information, impacting the appropriateness of the task. The reply is generally understandable and there is a logical development throughout, although it lacks in elaboration. It shows an appropriate but basic vocabulary with some English influence (“*como ellos conocen el uno al otro*”). The grammar is adequate in general but basic; only the present tense is used, except for the conditional “*podria*” and fails when attempting to use more advanced verb tenses (“*Sin embargo, me acostumbro*”) and structures (“*Claro que hay haber algunos dificultades*”; “*Tambien, no voy a tener que pagar tanto después que me gradúo de la universidad*”). Register is appropriate and there is partial control of conventions of the language such as lack of some accents or misspellings (“*asi*”; “*Tambien*”; “*Podria*”; “*desicion*”).

Sample: 1C

Score: 1

This e-mail reply unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task. It starts with an informal greeting (“*Estimado Natalia*”) and the response shows that the student has no clear understanding of the task and believes that he has already been invited to the program (lines 4-5; 11-12). The indirect question in lines 15-16 demonstrates the students’ misunderstanding and creates confusion when reading the e-mail. In terms of language, the reply is barely understandable and there is direct translation from English (“*no estando familiar con*”).

**AP[®] SPANISH LANGUAGE AND CULTURE
2015 SCORING COMMENTARY**

Task 1: E-mail Reply (continued)

*locación, no conociendo muchos gentes”; “porque ellos forma quien usted es!”). There is little control of grammar and syntax throughout the reply; for example, lack of gender and number agreement in multiple occasions (“muchos gentes”; “*experiencias como este*”) and lack of subject-verb agreement (“*ellos forma*”). Verb tenses are incorrectly used most of the time because there is a direct translation from English to Spanish (“*!Por favor, si usted irá en este experiencia, usted dice como lo fue!*”; “*es posible que hay oportunidades encontrar trabajos*”).*