

AP[®] SPANISH LANGUAGE AND CULTURE EXAM

2016 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 that 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

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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)

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Las Ventajas del libros electrónicos

sin duda que el tema del uso creciente de la tecnología es muy polémico tanto en muchos países hispanos como en el resto del mundo. Es por eso que es beneficioso que usemos libros digitales porque las personas pueden usarlos con más facilidad que los libros de papel y las lecturas digitales nos dan la oportunidad a conectar nuestros ideas a través el mundo.

Para empezar, el uso de la tecnología para leer lecturas es más fácil que el uso de libros de papel. A pesar de muchas críticas de tecnología creen que los libros de papel "siguen siendo un objeto" y "muchas veces incluso más bello que cualquier pantalla táctil" como se menciona en el artículo en la fuente número uno, ~~esta información no es más importante que la disponibilidad y facilidad que tenemos con la tecnología.~~ También como se destaca en el gráfico de la fuente número dos, hay mucha gente que saben como usar la tecnología como las computadoras y

10/3

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los tablets, específicamente los jóvenes quien tienen 14-24 años y los adultos jóvenes en la madurez quien tienen 25-34 años, y para estas personas es más fácil para leer con libros digitales.

Además, el uso creciente de tecnología para leer es positiva porque esto puede conectarnos y ~~unir~~ unificarlos a nuestras ideas. A pesar de que muchos criticos están preocupados sobre los derechos ~~de~~ de los autores con lecturas digitales según la grabación auditiva en fuente número tres, no es posible para dudar que hay más oportunidades para encontrar nuevas ideas de otros lugares en el mundo.

Para concluir, no cabe duda que el uso creciente de los libros electrónicos es beneficioso para nuestro mundo porque ellos son simplemente más fácil para acceder y ellos nos provienen con más lecturas, historias, y ideas que tuviamos antes de tecnología. Hay muchas más ventajas de leer^{los} libros digitales que los libros en papel. Si

2/3

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2 2 2 2 2 2 2 2 2 2 2 2 2 2 A

51 la tecnología nos conecta, ¿qué podemos
52 aprender sobre nuestro mundo? Es
53 posible ~~que~~ ^{demostramos} cuenta si usamos los libros
54 digitales.
55

Do Not Write Beyond This Border

Do Not Write Beyond This Border

343

GO ON TO THE NEXT PAGE.

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La Tecnología ha estado avanzando mucho sobre los años y creo que es hora de cambiar de libros de papel a libros electrónicos.

En Fuente número 1 Explica y menciona ventajas y desventajas de libros electrónicos. Por ejemplo "la fuente menciona" no ocupa lugar. Esto significa que en los libros de papel es muy difícil para guardar un libro por el espacio que ocupa. Otro ejemplo que fuente número uno menciona es "menos baseques tidados". Esto significa que podemos conservar la naturaleza y cuidar el mundo por no usar árboles para papel.

En Fuentes número dos explica y enseña un gráfico de las personas y edades de los que usan libros electrónicos y libros de papel. En el gráfico les enseña de las personas que usan libros de papel es más grande de los que usan libros electrónicos. Una observación que he notado es que más jóvenes están usando libros electrónicos de las demás edades.

1 of 2

2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 B

26 Esto significa que en el futuro se
27 va establecer más personas usando libros
28 electrónicos
29
30

31 En Fuente número tres la grabación
32 nos habla de lo que está pasando entre
33 las ~~con~~ diferencias de libros de papel y
34 electrónicos. Radio Naciones Unidas habla con
35 una Señora diciéndole de lo que piensa en
36 la controversia. Ella dijo que libros electrónicos
37 es complicado de usar y la Nueva generación
38 va a adoptar lo. También menciono que
39 si va ver el tiempo que vamos usar libros
40 electrónicos pero va tomar tiempo para que
41 se actualice las cosas y que va ver
42 mejores calidad.
43
44
45
46
47
48
49
50

Los libros de papel van existir
todavía pero libros electrónicos van hacer
más populares porque la gente de años
14-24 los usan más y es más fácil
para ellos

2 of 2

GO ON TO THE NEXT PAGE

1 Libro de Papel o Electrónico

2
3 Bueno para mí es bueno los libro electrónico
4 porque pienso que es mas fácil para los
5 juvenes se hace mas rápido los trabajo
6 y ahorra papel es mas fácil para los
7 trabajo y mas rápido como cuando busca
8 algo en internet es mas rápido no como
9 un libro te tarda mucho tiempo y los libro
10 electrónico disminues algo de información
11 te dan las cosa mas importante que
12 necesite pero tambien mucha persona
13 no puede usa mucho las cosa electronica
14 cosa populares que sale hoy en día
15 eso si tambien son bueno los libro de
16 papel por mucho juvenes solo busca
17 lo mas fácil es buena la tecnologia pero
18 hace mas arragane a las persona x
19 es bueno leer saber un poco mas de
20 que se trata las cosa que buscamos
21 y salga mejores nuestro trabajo
22 y hay que sabe como usar los libro
23 de papel son bueno pero hay muchas
24 arboles mochado x hay que cuidar la
25 naturales y hay que cuidar mejor los

1 of 2

GO ON TO THE NEXT PAGE.

2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 C

libro porque si no los cuida rapido
se rope se moja hay que cuidarlo
y los libro electronico no tiene que
hacer eso y con los libro electronico
rapido puede enprimir la informacion
que necesite y asi es de rapido
en segundo puede tener lo que necesite
pero con los libro electronico cuesta
mucho dinero para ir por un libro
electronico y con un libro de papel es
menos costoso y puede ir a una biblioteca
rapido a buscar el libro que
necesite y cuando encuentra la informacion
que necesite te puede ir y si lo
necesita de nuevo saber donde lo puede
entra en el mismo lugar.

20/2
GO ON TO THE NEXT PAGE

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Task 2: Persuasive Essay

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

Overview

This task assessed writing in the presentational communicative mode by having students write a persuasive essay on a given topic while referencing three sources of information about the topic. Students were first allotted 6 minutes to read the essay topic and the two printed sources. Then they listened to the one audio source. Afterward they had 40 minutes to write the essay. 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 three sources and then to present their different viewpoints. They also had to present their own viewpoint and defend it thoroughly, using information from all the sources to support the essay. As they referred to the sources, they needed to identify them appropriately. Furthermore the essay had to be organized into clear paragraphs.

The student was asked to write a persuasive essay to submit to a Spanish writing contest, in which they were supposed to answer the question: “Is it beneficial the increase of popularity of electronic books?” The essay topic was based on three sources (two printed sources and one audio source), which presented different viewpoints and statistical information on the topic. In their 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 using and integrating information from the three sources. The student was asked to refer to and appropriately identify information from all the sources in order to support their viewpoint. The student was asked to organize their essay into clear paragraphs.

Sample: 2A

Score: 5

This essay presents an effective treatment of the topic within the context of the task. There is a really clear and well-stated thesis statement that directly addresses the question asked (lines 4–10) and also a clear, effectively stated conclusion (lines 43–50). The student supports their point of view and demonstrates a high degree of comprehension of the sources’ viewpoints. The student uses positive information about paper books in source 1 as a counterargument against them (lines 13–21). The information taken by the student from the graph is richer than the average essay (lines 27–29). There is also a reference to source 3, even though it seems somewhat inaccurate (line 31). The student also integrates content from all three sources in support of the essay and compares information among them: “*Además ... ideas*” (lines 31–34); “*A pesar de que ... lugares en el mundo*” (lines 34–41). The student takes information from the source, but then develops an individual perspective and goes beyond just quotation into drawing a conclusion based on the citation.

The student expresses viewpoint with a very clear statement of the conclusions that the student has drawn from the sources (lines 4–10). Other expressions of the student’s viewpoint, not lifted from the sources, can be seen in lines 11–13, 13–21, and 23–25. This is an organized essay where the thesis is presented from the beginning: “*más facilidad*” and “*oportunidad a conectar.*” The thesis structures the body paragraphs of the essay and is followed by a logical conclusion. The student uses explicit cohesive devices well: “*Para empezar*”; “*También*”; “*Además*”; “*Para concluir*” (lines 11, 22, 31, 42).

This essay is fully understandable, with minor errors: “*son simplemente más fácil*” (line 45); “*y ideas*” (line 47); “*tuvíamos*” (line 48). It also presents varied and appropriate vocabulary and idiomatic language: “*se destaca*”; “*el uso creciente*”; “*a pesar de que*”; “*No cabe duda*” (lines 22, 31, 34, 42). This is a fairly solid

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Task 2: Persuasive Essay (continued)

essay from the grammatical point of view. In the response the subjunctive tense is used effectively, “*que usemos*” (line 5), and impersonal verbs, for example “*Como se menciona*” (lines 17–18) and “*como se destaca*” (line 22), are used with few errors: “*hay mucha gente que saben*” (lines 23–24). The essay presents paragraph-length discourse with complex sentences: “*Es por eso que es beneficioso que usemos libros digitales*”; “*A pesar de muchos ... con la tecnología*” (lines 4–6, 13–21).

Sample: 2B

Score: 3

This essay presents a suitable treatment of the topic within the context of the task. The student does give their viewpoint in the introduction and conclusion, which is suitable, although it is very basic. The student also demonstrates a moderate degree of comprehension of the sources’ viewpoints with correct references to all three sources, although information from source 2 presents inaccuracies (lines 21–23). There is very little integration; the essay develops, mostly, a summary of the sources. In lines 3–5 and 26–28, there can be found some limited, original viewpoint. The essay shows basic organization by the order of the sources, with little more information.

There are very few transitions and/or connective words: “*tambien*” (line 37). The response is generally understandable with errors that may impede comprehensibility, although they don’t impede communication: “*aguardar*”; “*fuenten*”; “*obseración*”; “*libros electronicos es complicado de usar*” (lines 11, 18, 23, 35–36). The vocabulary is basic, mostly taken from the sources, and there are grammar and/or orthographical mistakes. Examples of these errors are preterite: “*hablo*” (line 33); subjunctive: “*actualze las cosas*” (line 40); future tense: “*va ver*” (line 38), “*va tomar*” (line 39), “*van hacer*” (line 44); and a transfer from English: “*Ella dijo que libros electrónicos*” (line 35). Longer sentences are sometimes confusing: “*Tambien menciono que si va ver el tiempo ... y que va ver mejor calidad*” (lines 37–41). Other basic structures are acceptable.

Sample: 2C

Score: 1

This essay presents almost no treatment of the topic within the context of the task, incorporating very limited information of the sources and lacking organization. This is not a persuasive essay. The essay does reference the information contained in the sources, but this information is not used in a way consistent with the rhetorical and formal elements of a persuasive essay. The student simply presents some information: “*ahorra papel*”; “*arboles mochado*”; “*los libro ... que cuidarlo*” (lines 6, 24, 25–27). In this essay the student mostly repeats statements from the sources: “*es mas fácil para los jóvenes*”; “*menos costoso*.” However, the student does not use them to support their point of view.

There is little or no organization and an absence of transitional elements and cohesive devices. There is a lack of even basic punctuation. The student makes no attempt to use transitions or provide any formal structure. This makes the essay barely understandable. The student also shows very few vocabulary resources and uses repeatedly the noun “*cosa*” (lines 11, 13, 20), the adjective “*bueno*” (lines 3, 17, 19), and the expression “*hay que cuidar*” (lines 24–25). The repetition of expressions and vocabulary words shows the student’s lack of vocabulary resources. Finally, there are many errors in grammar, syntax, and usage. For example, there are pervasive mistakes in agreement: “*los trabajo*” (lines 5–7); “*los libro*” (line 9); “*mucha persona*” (line 12); “*las cosa electronica*” (line 13). The essay is a long paragraph without punctuation marks; instead the student uses the conjunction “*y*,” which makes the sample confusing and repetitive.