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# AP<sup>®</sup> Spanish Language and Culture

## Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> SPANISH LANGUAGE AND CULTURE 2019 SCORING GUIDELINES

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

### Interpersonal Writing: E-mail Reply (Task 1)

#### 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 that 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

#### 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 DE: \_\_\_\_\_

2 ASUNTO: Respuesta a "Viajes de ecoturismo"

3 \_\_\_\_\_

4 Estimada María del Carmen Sánchez:

5 \_\_\_\_\_

6 Gracias por su mensaje, ¡me gustó mucho! Yo creo que  
7 el ecoturismo es muy importante y este tema me  
8 interesa mucho.

9 Lo que me gusta más sobre el ecoturismo es la fauna,  
los animales que viven en natura y libertad.

10 Me gustan mucho porque representan recursos para  
11 estudios y crecimiento cultural. ¿En su sitio web  
12 tiene un catálogo con las especies animales? Me gustaría  
13 mucho saber de esto.

14 Siempre ha sido <sup>en</sup> mi interés el territorio amazónico y  
15 me gustaría poderlo visitar sobre todo me gustaría  
16 visitarlo en marzo o febrero y no en los meses  
17 más calientes porque creo que los mosquitos son

18 un problema bastante grande y es húmedo. ¿Que me recomienda  
19 como periodo más adecuado? ¿Están muchos insectos?

20 Como ya he dicho me gustaría visitar lugares  
21 amazónicos y sobre todo pueblitos en la naturaleza,  
22 ¿~~Además~~ ¿Sabe si es posible hacer esto, tienes mapas en  
23 el sitio web?

24 Quiero su respuesta y estoy muy feliz por su correo,  
25

Do Not Write Beyond This Border

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

1A

26

Atentamente

27

28

Do Not Write Beyond This Border

Do Not Write Beyond This Border

Do Not Write Beyond This Border  
9  
10  
11  
12  
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19

1 Estimado María del Carmen Sánchez,  
2 Primero, yo quiero agradecer tí y tu agencia  
3 para esa oportunidad viajar a ~~través~~ lugares.  
4 Me encanta la tierra, y estoy muy contenta  
5 que mi viaje es para un lugar natural y sin  
6 alterar el equilibrio ecológico. Me encanta el  
7 ecoturismo! Yo quiero visito un pedagógica  
8 individual. ~~también,~~ ~~Estoy~~ Estoy muy contenta que  
9 tengo la oportunidad ~~para~~ visitar el territorio  
10 amazónico. Me interesa también el océano,  
11 y limpiar el océano de la basura de ~~la~~  
12 ~~la~~ gente del mundo. Estaría muy  
13 contenta si pusiera viajar ~~en~~ esos lugares  
14 en el verano, porque no me gusta  
15 cuando es frío. Un ~~tiempo~~ <sup>tiempo</sup> mas, muchos  
16 gracias para este oportunidad!

18 Atenta mente,

Do Not Write Beyond This Border

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

1c

1	De: estudiante
2	Asunto: mi respuesta
3	
4	María del Carmen Sanchez,
5	
6	Gracias para la informacion, tiene muchas detalles
7	importantes. La viaje que ser muy fantastico. Hay
8	muchas cosas que <del>mirar</del> ver. Que necesito traer en la
9	viaje? Cuantos lugares hay? Yo quiero ver los animales
10	extraños, por que son muy interesante. Quiero viajar
11	a muchas lugares, por que quiero aprender <del>me</del> sobre
12	muchas culturas de países diferentes. Gracias
13	
14	Atentamente,
15	
16	
17	
18	

Do Not Write Beyond This Border

Do Not Write Beyond This Border

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## 2019 SCORING COMMENTARY

### Task 1: E-mail Reply

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

#### Overview

This task assessed writing in the interpersonal communicative mode by having the student write a reply to an e-mail message. Students were allotted 15 minutes to read the message and write the reply. 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 e-mail and then to write a reply using a formal form of address. The response is expected to address all the questions raised in the prompt by stating and supporting opinions and using varied and appropriate vocabulary. The response should also elicit information by formulating appropriate questions regarding details of the prompt.

The course theme for the e-mail reply was “Global Challenges.” The students were asked to write an e-mail reply in response to an e-mail message from María del Carmen Sánchez, the director of *Ecoviajes Colombia* that specializes in ecotourism. The original e-mail asks two questions:

1. What aspects of ecotourism are you most interested in and why?
2. What time of the year do you prefer to travel and why?

In the directions for this task, the students are also asked to include a greeting and a closing and elicit more information.

#### Sample: 1A Score: 4

This response demonstrates a good performance in Interpersonal Writing. The response maintains the exchange with a response that is generally appropriate within the context of the task, with some elaboration. For example, there is a greeting and an introduction that elaborates (e.g., “*Gracias por su mensaje ... este tema me interesa mucho,*” lines 6–8). There is an answer to question 1 (“*Lo que me gusta mas ... crecimiento cultural,*” lines 9–12); an answer to question 2 (“*me gustaría poderlo visitar ... y es humido,*” lines 16–19); several requests for information (lines 12–13, 19–20, and 23–24); and a closing (lines 25–26).

The response is fully understandable with some errors that do not impede comprehensibility (“*natura y libertad,*” line 10; “*acrecimiento cultural,*” line 12; “*ha sido en mi interes,*” line 15; “*es humido,*” line 19; “*¿Están muchos insectos?*,” line 20). The response also contains varied and generally appropriate vocabulary and idiomatic language not taken from the source, such as “*tema,*” line 7; “*la fauna,*” line 9; “*catalogo,*” line 13; and “*pueblitos,*” line 22. There is general control of grammar, syntax, and usage throughout the response (e.g., “*Siempre ha sido en mi interes,*” line 15; “*me gustaría poderlo visitar,*” line 16; “*Están muchos insectos,*” line 20; “*estoy muy feliz,*” line 25).

In spite of minor shifts (e.g., “*tienes,*” line 23), the response also displays generally consistent use of register appropriate for the situation (e.g., “*su mensaje,*” line 6; “*su sitio web,*” line 12; “*¿Que me recomienda,*” line 19; “*¿Sabe si es,*” line 23). Finally, there is a combination of simple, compound, and a few complex sentences (e.g., “*Me gustan mucho porqué,*” lines 11–12; “*Siempre ha sido ... humido,*” lines 15–19; “*Como ya he dicho me gustaría,*” line 21).

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## 2019 SCORING COMMENTARY

### Task 1: E-mail Reply (continued)

#### Sample: 1B

#### Score: 3

This response demonstrates a fair performance in Interpersonal Writing. It maintains the exchange with a response that is somewhat appropriate within the context of the task. Most required information is present, for example, there is an introduction (e.g., “*yo quiero agradecer tú ... viajar otros lugares,*” lines 2–3), an answer to question 1 (e.g., “*es para un lugar natural y sin alterar el equilibrio ecológico,*” lines 5–6), an answer to question 2 (e.g., “*Estaría muy contenta si pusiera viajar esos lugares en el verano,*” lines 12–14), and a closing remark (e.g., “*muchos gracias para este oportunidad,*” lines 15–16). However, the response does not include a request for information.

The response is generally understandable even though it has some errors that may impede comprehensibility (e.g., “*Yo quiero visito un pedagógica individual,*” lines 7–8; “*Estaría muy contenta si pusiera,*” lines 12–13; “*Un tiempo mas,*” line 15; “*gracias para este,*” line 16). In general, there is appropriate but basic vocabulary and idiomatic language (e.g., “*yo quiero agradecer,*” line 2; “*Me interesa también el océano,*” line 10; “*en el verano,*” line 14). However, the response demonstrates some dependence on the language from the prompt (e.g., “*sin alterar el equilibrio ecológico,*” lines 5–6; “*pedagógica individual,*” lines 7–8; “*territorio amazónico,*” lines 9–10). The response displays some control of grammar, syntax, and usage (e.g., “*estoy muy contenta,*” line 8; “*Me interesa,*” line 10; “*Estaría,*” line 12).

The few phrases that convey register are evidence of partial control of conventions for formal correspondence (e.g., “*Estimado María,*” line 1; “*yo quiero agradecer tú y tu agencia,*” line 2; “*Estaría muy contenta si pusiera viajar,*” lines 12–13; “*Atentamente,*” line 18). Finally, there are some attempts at complex structures which are not always successful (e.g., “*Estaría muy contenta si pusiera,*” lines 12–13).

#### Sample: 1C

#### Score: 2

This response demonstrates a weak performance in Interpersonal Writing. It partially maintains the exchange with a response that is minimally appropriate within the context of the task. The response discusses a trip, and as such it is on task, but there is no mention of ecotourism, and it generically refers to travel. It includes some required information. For example, there is an introduction (“*Gracias para la información,*” lines 6), requests for information (e.g., “*¿Que necesito traer en la viaje?,*” lines 8–9), an explanation as to why the student wants to travel (“*Yo quiero ver los animales extraños*” lines 9–12), and a closing (e.g., “*Gracias!,*” line 12; “*Atentamente,*” line 14). However, the response does not answer either question from the prompt.

The response is partially understandable with errors that force interpretation and cause confusion for the reader (e.g., “*La viaje que ser muy fantastico,*” line 7; “*llugares,*” line 9). There is also mostly basic vocabulary and idiomatic language (e.g., “*informacion,*” line 6; “*animales extraños,*” lines 9–10; “*cuturas,*” line 12). There is some control of grammar, syntax, and usage (e.g., “*detalles importantes,*” lines 6–7; “*¿Que necesito traer,*” line 8; “*quiero ver los animales extraños,*” lines 9–10; “*quiero aprender sobre muchas cuturas diferentes,*” lines 11–12).

The use of register is generally inappropriate for the situation (e.g., “*María del Carmen Sanchez,*” line 4, without any form of address) even though there are some conventions for formal correspondence lifted from the prompt (e.g., “*Atentamente,*” line 14).