
AP[®] Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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Task 2—Persuasive Essay

- Scoring Guideline**
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AP[®] SPANISH LANGUAGE AND CULTURE 2019 SCORING GUIDELINES

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

Presentational Writing: Persuasive Essay (Task 2)

Clarification Note:

There is no single, expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is “according to Source 1” or “according to the audio file”; refer to the content and indicate the source in parentheses “(Source 2)”; refer to the content and indicate the source using the author’s name “(Smith)”; etc.

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

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

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2019 SCORING GUIDELINES**

Presentational Writing: Persuasive Essay (Task 2) (continued)

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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1 La cuestión de cual metodología, educación en
2 escuela o educación en casa, es mejor todavía es
3 un debate hoy en día. Algunos padres piensan
4 que pueden educar a sus niños sin la
5 ayuda de profesores mientras otros están en
6 favor de enviar a sus niños a escuela.

7 Creo que la asistencia a la escuela convencional
8 es más beneficiosa para jóvenes porque del
9 crecimiento social, ~~o~~ y real que ocurre en
10 escuela pública.

11 Primer, la educación en casa trae muchos
12 problemas por los niños que la reciben. Fuente 1
13 explica que los jóvenes educados en casa por
14 solo sus padres tendrán una deficiencia de
15 socialización. Si un niño casi nunca saliera
16 de su casa al resultado de esta metodología de
17 educación, no recibiría la oportunidad de
18 platicar y jugar con otras personas de su
19 edad, lo cual es esencial para el crecimiento
20 de un niño. Es dudoso que la educación en
21 casa provea esta forma de socialización.
22 Por eso, la educación en casa no puede
23 ser una ~~o~~ opción alternativa beneficiosa
24 para el niño que la recibe. ~~o~~

25 Por el otro lado, la asistencia a la escuela

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26 convencional les ofrecen a niños mucho más que en
 27 casa. Es posible que los padres son capaces de
 28 enseñar a sus niños las matemáticas y otros sujetos
 29 en casa, pero acorde a fuente 3 la escuela
 30 tiene una importancia más grande que sola
 31 la educación. Niños desarrollan sus vidas sociales
 32 y reales (fuente 3). En otras palabras, la escuela
 33 convencional tiene éxito en no solo enseñando
 34 a los jóvenes, sino también preparando a ellos
 35 para vida afuera de las aulas de clase. Mientras
 36 en escuela, los ~~padres~~^{niños} aprenden las ideas de
 37 responsabilidad, normas sociales, y como charlar
 38 y conocerse a otras personas. Es claro que la
 39 escuela convencional brinda muchas ventajas
 40 para los jóvenes.

41 Al contrario, la oposición afirma que hay
 42 una abundancia de razones porque padres guardan
 43 a sus niños en casa para educarlos. Fuente 2
 44 sugiere que algunos progenitores escogen la
 45 educación en casa porque de ~~estos~~ motivos
 46 pedagógicos, relacionales, personales, y ideológicos.
 47 No obstante, la mayoría de estos motivos
 48 no benefician al niño. Por ejemplo, los jóvenes
 49 deben asistir a la escuela con el propósito
 50 de desarrollar relaciones y pensamientos ideológicos.

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La mejor manera de crecer durante la niñez es ir a escuela y tener experiencias diferentes. La escuela en casa solo es una opción útil si los padres ~~quieren~~ quieren que sus niños actúen exactamente como ellos y no desarrollen algunos sentidos de individualismo.

La sociedad ha tenido debates sobre este asunto por años aunque es obvio que la escuela convencional tiene muchas más ventajas comparado a la escuela en casa. En un salón de clase, los jóvenes son dados la oportunidad de desarrollar su carácter, su vida social y el individualismo. La escuela en casa no ayuda al niño, sino rechaza al niño de la mejor parte de su niñez.

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26 las personas ~~no~~ utilizan ~~la~~ la educación en casa.
 27 El gráfico solo muestra porcentajes de
 28 familias que tienen estudiantes que ~~no~~
 29 ~~no~~ asistir ~~la~~ a la educación ~~en~~ casa.
 30 Sin embargo, ~~las~~ algunas familias
 31 como las que participan en el gráfico
 32 tienen que utilizar la escuela en casa
 33 por a causa de esos motivos y porque
 34 no tiene una otra opción.

35 Finalmente, el fuente número tres
 36 explica que ~~asistir a escuela~~ no
 37 ~~asistir~~ a escuela no es beneficioso
 38 para estudiantes. Por ejemplo, Carmen
 39 Guaita Guaita dice que es muy
 40 difícil para una familia mantener
 41 una ~~educación~~ educación efectiva
 42 en casa. También, ella explica que
 43 los niños pueden aprender la sociedad,
 44 la vida real, y la ética mejor que
 45 en su casa. Además, según el audio,
 46 estudiantes necesitan una influencia
 47 de una figura de autoridad más que
 48 los padres, cual estudiantes tendrían
 49 sacar a una ~~en~~ escuela convencional
 50 con sus profesores.

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En conclusión, hay demasiadas casas
negativas con ~~para~~ utilizar educación
en casa. ~~La~~ Asistiendo a la escuela
convencional da a los estudiantes
más oportunidades de educación académica
y social. Algunas familias tienen
sus motivos para usar educación en
casa, como motivos pedagógicos, pero
es muy difícil para los padres hacer
todo para sus niños, por eso, en los
niños deben asistir a la escuela
convencional porque es mejor para ellos.

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2019 SCORING COMMENTARY

Task 2: Persuasive Essay

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

Overview

This task assessed writing in the presentational communicative mode by having the student 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 twice 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 of the sources to support the essay. As they referred to the sources, they had to identify them appropriately. Furthermore, the essay had to be organized into clear paragraphs.

The course theme for the persuasive essay task was “Contemporary life” and the prompt was “What is the best option for children: attending a conventional school or homeschooling?”

Source 1: article entitled “*La educación en casa Aprendiendo Naturalmente por Katheleen McCurdy*” published in OFE website Chile discussed the varying viewpoints on homeschooling and a traditional classroom education. The article leans more in favor of homeschooling, though there are arguments presented for a traditional education as well.

Source 2: chart “*Los motivos de la educación en familia*” published on June 11, 2013, in Spain by Madalen Goiria in the blog madalen.wordpress.com show percentages representing reasons for homeschooling.

Source 3: recording published in Spain by *Radio Televisión Española* in the program *Esto me suena* on February 17, 2015, about homeschooling and conventional schooling, with clear preference for conventional schooling.

Sample: 2A

Score: 5

This response demonstrates a strong performance in Presentational Writing. It is an effective treatment of the topic within the context of the task. Both sides of the question are presented, leading to a declaration of opinión (“*Creo que la asistencia a la escuela convencional es más beneficiosa para jóvenes porque del crecimiento social y real que ocurre en escuela pública,*” lines 7–10). This opinion is defended using all three sources with no inaccuracies. Taking the counterargument to homeschooling in source 1 as a basis for the thesis, the response goes on to refute the idea of education at home by stating that the lack of socialization is detrimental to the growth and development of a child and that, therefore, education at home cannot provide the same resources as a traditional school (e.g., “*tendrán una deficiencia de socialización. Si un niño casi nunca saliera de su caso al resultado de esta metodología. ... Es dudoso que la educación en casa provea esta forma de socialización,*” (lines 14–21).

The argument continues by admitting that perhaps parents can teach some subjects, but notes that source 3 claims schools offer more than just academics; they prepare students for life (“*Es posible que los padres son capaces de enseñar a sus niños ... preparando a ellos para vida afuera de las aulas de clase,*” lines 27–35). The essay contrasts these points by integrating sources 2 and 3 to show the argument against conventional schooling by referring to pertinent points from the audio source and then refuting the motives listed in the visual graph, claiming them to be invalid (e.g., “*Al contrario, la oposición afirma que hay una abundancia de*

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Task 2: Persuasive Essay (continued)

razones. ... No obstante, la mayoría de estos motivos no benefician al niño,” lines 41–48). Having defended the argument thoroughly, the student reiterates the point of view in the conclusion (e.g., *“La escuela en casa no ayuda al niño, sino rechaza al niño de la mejor parte de su niñez,*” lines 63–65).

The essay is very well organized and flows well. Each paragraph has a transitional element (e.g., *“Primer,”* line 11; *“Por el otro lado,”* line 25; *“En otras palabras,”* line 32; *“Al contrario,”* line 41) and an internal transition (e.g., *“Por eso,”* line 22). The sample is easy to read, with few errors that do not cause confusion (e.g., *“Es posible que los padres son capaces de enseñar,”* lines 27–28; *“la mayoría,”* line 47). It employs higher level vocabulary (e.g., *“brinda,”* line 39; *“individualismo,”* line 56); and a variety of structures (e.g., *“Es dudoso que ... provea,”* lines 20–21; *“ha tenido,”* line 57; *“aunque es obvio que,”* line 58). There are several examples of complex sentences that show the development of ideas and thoughts to support the stated position (e.g., *“En otras palabras la escuela convencional tiene éxito en no solo enseñando a los jóvenes, sino también preparando,”* lines 32–34; *“La escuela en casa no ayuda al niño, sino rechaza al niño de la mejor parte de su niñez,”* lines 63–65).

Sample: 2B

Score: 3

This response demonstrates a fair performance in Presentational Writing with a suitable treatment of the topic within the context of the task. An opinion is stated, sources are used in support of the essay, and there is an attempt to persuade. An introductory paragraph that mentions the opposing point of view and alludes to the visual source concludes with a declaration that traditional schools are better for children (e.g., *“Algunos estudiantes han elegido aprender. ... Por eso, la asistencia a la escuela convencional es mejor para los niños,”* lines 1–10), which is repeated in the conclusion (*“Por eso, los niños deben asistir a la escuela convencional porque es mejor para ellos,”* lines 61–63).

To defend the opinion, the three sources are summarized in consecutive order, which forms the structure of the essay. Source 1 is cited as an argument against homeschooling, when in fact it supports the idea (e.g., *“los padres ya tengan el trabajo de enseñar a sus niños el desarrollo físico, intelectual, y espiritual. Por eso, no tienen tiempo para los enseñan sujetos como matemáticas y ciencia también,”* lines 14–19). Although the print source does contain this information, it is misunderstood as the article’s point of view rather than the basis of the author’s refutation. The visual graph in source 2 is included, but it does not support the essay stating that only those who homeschool participated in the survey. It does, however, mention that some of those children may do so because of special needs (e.g., *“Aunque la fuente número dos muestra los motivos ... tienen que utilizar la escuela en casa a causa de esos motivos y porque no tiene una otra opción,”* lines 24–34). Source 3 is used to summarize the points that students can more effectively learn about society and real life in school and that children need the influence of an authority figure.

The response has some organization presented in paragraph form with initial transitions (e.g., *“Aunque,”* line 5; *“Por eso,”* lines 9, 17; *“Según,”* line 11; *“Además,”* line 19; *“Sin embargo,”* line 30), and the sample is generally understandable, although there are some errors that may cause confusion (e.g., *“en una otra manera,”* line 2; *“pierdan muchas oportunidades educaciones,”* lines 7–8; *“no trabaja bien,”* line 13; *“enseñan sujetos,”* line 18).

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Task 2: Persuasive Essay (continued)

Vocabulary is basic and ordinary with no synonyms to avoid repetition from the prompt and the sources. There is some control of grammatical structures (e.g., “*han elegido*,” line 1; “*sería beneficioso*,” lines 5–6). The response is written primarily in simple sentences.

Sample: 2C

Score: 1

This response demonstrates a poor performance in Presentational Writing with almost no treatment of the topic within the context of the task. There is a position taken that homeschooling is bad (i.e., “*La educación en la casa es muy malo porque no poder practicar mucho de stuff de donde él television es on*,” lines 1–2), with no evidence of any sources being used to support the point of view.

With the exception of lines 1–2 and four additional words (i.e., “*Por ejemplo, Kathleen’s padre*,” line 5), the response is copied from different places in the text of source 1. The sparse original verbiage includes English words and literal translations from English.

A score of zero is not appropriate as there is some original language related to the question with an attempt to answer it. However, since the task is not completed this essay earned a low range score.