

AP[®] SPANISH LANGUAGE AND CULTURE EXAM

2016 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 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

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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 Señora Oleaga,
 2 Le doy las gracias por escribirme de vuelta. Como usted
 3 podrá inferir, me interesa mucho el bienestar de estos animales.
 4 He decidido contribuir a esta causa por qué todos,
 5 no importan animales o humanos, debemos ser tratados bien.
 6 No es justo que la gente maltrate y abandone a los animales
 7 por gusto. Estoy seguro de que haré una diferencia en las
 8 vidas de estos animales.

9 Toda mi vida, me han encantado todos los tipos de
 10 animales, pero en mi opinión, no hay un animal tan
 11 humilde como el perro. Debíamos de regresarle el favor
 12 al "mejor amigo del hombre" y tratarlos como nos tratan
 13 a nosotros.

14 Si no es mucha molestia, tengo algunas preguntas en las
 15 que usted me puede ayudar. Primeramente, necesito sabería
 16 cuántos animales puedo ayudar? De esta manera, me puedo
 17 organizar para ayudar a todos. Finalmente, ¿Podre visitar a los
 18 animales? Viendolos por una cámara no es suficiente, ya
 19 que ellos necesitan cariño y amor.

20 De nuevo, le doy las gracias por darme esta oportunidad
 21 en ayudar a otra vida.

22 Sinceramente,
 23
 24
 25

Do Not Write Beyond This Border

1 Estimada Señora Adriana García Oleaga,
 2 ¡Gracias por el mensaje electrónico!
 3 yo me encantan todo de los animales en
 4 el mundo y Ud. refugio, Amigos de los
 5 Animales es un organización muy buena.
 6 Yo decidí contribuir a Amigos de los
 7 Animales porque Uds. hacen mucho por
 8 los animales. yo me gusta patrocinar
 9 un perro ~~por fav~~ si es posible porque
 10 tengo dos perros y los son muy
 11 amable y divertido.
 12 Tengo unas preguntas también.
 13 ¿Puedo ver el perro en la persona? ¿Puedo
 14 ir a la refugio de Amigos de los
 15 Animales a veces? ¿Cuándo recibí las
 16 fotografías de mi animal? Gracias por
 17 todo. Uds. ~~hacen un~~ hace un trabajo
 18 bueno con los animales. Gracias por ~~el~~
 19 el mensaje electrónico.
 20 Atentamente,
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Do Not Write Beyond This Border

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Por que me gusta los animales y quiero aser algo para ayudar a los animales maltratados. Me gustaria ayudar a los perros porque personal mente tengo 6 perros.

1 of 1

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Task 1: E-mail Reply

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

Overview

This task assessed writing in the interpersonal communicative mode by having students 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 reply had to address all the questions and requests raised in the message, as well as ask for more details about something mentioned in the message.

The student was asked to write a reply in response to an e-mail message received requesting a donation to help protect animals in an animal refuge center. 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, and ask for more details and information about the topic in the original message. The student was also asked to use a formal form of address in their response.

Sample: 1A

Score: 5

In this response there is clear evidence of interpersonal exchange: “*Como usted podra inferir*” (lines 2–3); “*Si no es mucha molestia*” (line 14); and the conventions of a formal e-mail are present showing that the student clearly understands the prompt and the task. All required information (e.g., responses to questions, a request for details) is delivered with considerable, original elaboration. The e-mail is rich and easy to read. Occasional errors do not impede communication; there is confusion between “*porque*” and “*por qué*” (line 4) and mistakes, such as “*ya que ellos necesitar*” (line 18–19).

The response contains varied and appropriate vocabulary and idiomatic usage: “*inferir*” (line 3); “*bienestar*” (line 3); “*humilde*” (line 11); “*molestia*” (line 14); “*cariño*” (line 19); “*por gusto*” (line 7). This e-mail reply is a good sample of accuracy and variety in grammar, syntax, and usage, with few errors. There is good use of subjunctive: “*maltrate y abandone*” (line 6); present perfect: “*me han encantado*” (line 9); conditional as polite verb form: “*Deberíamos*” (line 11); and future tense: “*haré*” (line 7). The response includes correct indirect object pronouns: “*regresarle*” (line 11). The greeting and tone are formal throughout: “*si no es mucha molestia*” (line 14). Pronouns are also consistently formal throughout: “*Le*” (line 2) and “*usted*” (line 15). Finally, the response presents good compound sentences: “*Toda mi vida ... como el perro*” (lines 9–11).

Sample: 1B

Score: 3

In this response the student clearly understands the context of the task; all the development here is relevant. The student understands, for example, that as of now they are not going to see the animal in person (lines 15–16). The response also provides most required information (e.g., responses to questions, a request for details): the greeting can be found in line 1, the student answers question 1 in lines 6–9 and question 2 in lines 9–11. Finally the student requests information in lines 13, 15–16.

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Task 1: E-mail Reply (continued)

The response is generally understandable, with errors that may impede comprehensibility: “*Yo me encantan*” (line 3); “*y Ud. refugio*” (line 4); “*¿Cuándo recibio las fotografias de mi animal?*” (lines 15–16). There is also appropriate but basic, recycled vocabulary and idiomatic language, such as formulaic repeated language: “*¡Gracias por el mensaje electronico!*” (lines 2, 18–19). Some original vocabulary can be found in lines 11 and 13: “*amable y divertido*”; “*¿Puedo ver el perro en la persona?*”

Grammatically there are mistakes throughout. The response includes a type verb mistake: “*Yo me gusta*” (line 8), a personal pronoun mistake: “*Yo me encantan*” (line 3), and generally incorrect conjugations and tenses of verbs: “*Y decidió*”; “*¿Cuando recibio ...?*” (lines 6, 15). The response does show control of preposition *por*: “*hacen mucho por los animals*” (lines 7–8); “*Gracias por*” (lines 2, 18), some good examples of present tense: “*Tengo*” (line 10); “*Puedo*” (line 13); and adjective agreement: “*es un organizacion muy bueno*” (line 5). Greeting and closing are appropriate, though formulaic, and register is generally correct (consistent use of *usted*). Finally, there are mostly simple sentences: “*Uds. hacen mucho por los animales*” (lines 7–8), although the student attempts to construct complex sentences: “*Yo me gusta ... divertido*” (lines 8–11).

Sample: 1C

Score: 1

This e-mail unsuccessfully attempts to maintain the exchange. It provides a response that is inappropriate within the context of the task because of length and lack of development. The reply presents unsuccessful attempts to answer both questions (lines 2–3, 3–5), and there is no request for details. This short reply clearly does not show any vocabulary to complete the task. The reply doesn't follow an e-mail format, and there is not enough evidence to determine register nor control of grammar, syntax, and usage within the context of the task.