

INTERPERSONAL WRITING: E-MAIL REPLY

TASK DESCRIPTION AND EXPECTATIONS

- ▲ Reply to an e-mail message
- ▲ You will have 15 minutes to read the e-mail and write your reply
- ▲ You must:
 - ◆ use a formal form of address
 - ◆ include an appropriate greeting
 - ◆ respond to all questions and requests in the message
 - ◆ ask for more details about something mentioned in the message
- ▲ Task comprises 12.5% of your total free response score

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Maintains the exchange with a response that is clearly appropriate within the context of the task	<ul style="list-style-type: none"> ◆ Take time to read the <i>Tema curricular</i> and the <i>Introducción</i> before reading the e-mail message. Use this information to start thinking about the task, theme, context, and setting. ◆ Budget your time wisely in order to complete the task. In the 15 minutes provided, you must read the e-mail and compose a comprehensive reply. ◆ Pay attention to cultural references and include others as appropriate. ◆ Prepare a brief outline before composing your reply.
Provides required information (e.g., responses to questions, request for details) with frequent elaboration	<ul style="list-style-type: none"> ◆ Make sure to request more details about something mentioned in the message. This is a required part of the task and must be included in your e-mail reply. ◆ Avoid having to reread parts of the e-mail: underline or circle key words or sections that prompt you for information you need to answer or provide, or for which you need to ask for more details. This helps conserve time and guides your thought process. ◆ Respond as fully as possible, making sure to answer questions, provide information, or state your opinion as requested. ◆ It is expected that you answer the email completely and with detail. There is no set number of words required.
Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	<ul style="list-style-type: none"> ◆ Use circumlocution and paraphrasing to get your point across. ◆ Monitor the pace and flow of what you are communicating. ◆ Use transitional phrases and cohesive devices to add fluency to your e-mail communication. See the <i>Expresiones que facilitan la comunicación</i> in Apéndice C (p. 472).
Varied and appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> ◆ Concentrate on using rich vocabulary and culturally appropriate idiomatic expressions. ◆ Avoid overuse of elementary, common vocabulary. "Reach outside the box" to impress the reader. See <i>Expresiones para la comunicación</i> in Apéndice D (p. 474).
Accuracy and variety in grammar, syntax and usage, with few errors	<ul style="list-style-type: none"> ◆ Avoid spelling errors. Leave time to reread and edit your work. ◆ Avoid elementary errors and focus on correct word order. ◆ Note the tenses used in the e-mail and respond accordingly, taking your cues from the context. ◆ Conjugate verbs correctly, double-checking all your verb endings. ◆ Be consistent in your use of standard writing conventions (e.g., capitalization, spelling, accents).

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors	<ul style="list-style-type: none"> ◆ Use the formal register – <i>usted</i> – throughout your e-mail message. ◆ Be consistent, not only with verbs, but also with pronouns and possessives. ◆ Make sure to use an appropriate, formal salutation and closing. ◆ Take care to know whether you are addressing a male or female for: <i>Estimado</i> or <i>Estimada</i> and other expressions with gender. ◆ See <i>Expresiones que indican registro</i> in Apéndice E (p. 475).
Variety of simple and compound sentences, and some complex sentences	<ul style="list-style-type: none"> ◆ Impress the Exam Reader by raising your level of communication using a variety of structures. Include compound sentences and complex structures rather than sticking to basic language. ◆ Consider the fact that a perfectly written e-mail, <i>with no errors at all</i>, would not be scored at a 5, if it is composed of only elementary, “safe” structures, because it would not follow the scoring guidelines.

PRESENTATIONAL WRITING: PERSUASIVE ESSAY

TASK DESCRIPTION AND EXPECTATIONS

- ▲ You will write a persuasive essay to submit to a Spanish writing contest.
- ▲ Integrate skills (listening, reading, writing) within two modes of communication: Interpretive (oral and written) and Presentational (writing).
- ▲ Base your essay on three *fuentes* or sources that present different points of view on the same topic: one article, one table or graphic, one audio.
- ▲ You will have 55 minutes total:
 - ◆ 6 minutes to (a) read the *Tema curricular* and *Tema del ensayo* or prompt; (b) read source 1; and (c) study source 2
 - ◆ Up to 9 minutes to listen to the audio source twice; be sure to take notes while you listen
 - ◆ 40 minutes to plan and write your persuasive essay, addressing the *Tema del ensayo* or prompt.
- ▲ Present the sources’ different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly.
- ▲ Cite information from all three sources, while also identifying them appropriately, to support your persuasive essay.
- ▲ You will have access to the print sources and any notes you may have taken on the audio during the entire 40-minute writing period.
- ▲ Focus on synthesis, not on simply summarizing the sources!
- ▲ Task comprises 12.5% of your total free response score.

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Effective treatment of topic within the context of the task	<ul style="list-style-type: none"> ◆ Take time to read the <i>Tema curricular</i> and the <i>Tema del ensayo</i>, which is essentially the prompt for your persuasive essay. ◆ Underline, circle, or jot down key words and phrases in the instructions and <i>Tema curricular</i> and <i>Tema del ensayo</i>, to help you focus. Do the same with the <i>Introducción</i> that precedes each of the three sources. This helps conserve time later and guides your thought process. ◆ Budget your time wisely: In the 40 minutes provided after reading and listening, you must plan and write your persuasive essay.
Demonstrates a high degree of comprehension of the sources' viewpoints, with very few, minor inaccuracies	<ul style="list-style-type: none"> ◆ As you read and listen, underline and take notes on information that you know will support your writing. Refer to the key words that you noted in the instructions and the <i>Tema del ensayo</i>. ◆ Show evidence of your understanding and interpretation of all three sources. Do not simply copy or restate what you read or hear without doing your own evaluation and synthesis in your own words. See <i>Expresiones para citar fuentes</i> in Apéndice F (p. 476).
Integrates content from all three sources in support of the essay	<ul style="list-style-type: none"> ◆ As you develop your thesis, support it with evidence from the sources, adding your own evaluation or analysis. Base your essay on your key ideas, not on summarizing each source independently. ◆ You MUST use all three sources in your essay; it is crucial to a high score. Provide details and examples from the three viewpoints presented in the sources. ◆ Identify the sources so that the Reader clearly sees the connection that you are making, and to which source. ◆ Remember that there are other ways to express <i>dice</i> and <i>piensa</i>. See <i>Expresiones para citar fuentes</i> in Apéndice F (p. 476). ◆ Paraphrase: use your own language in citing information from the sources to show your own ability to compose in Spanish. If you cite directly from sources, keep it brief and use Spanish quotation marks « ». <p>Readers need evidence of how YOU communicate Spanish.</p>
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	<ul style="list-style-type: none"> ◆ Make sure to state your viewpoint early in the essay, in the introductory paragraph. ◆ Develop your essay logically to show understanding of the sources, but add your own perspective, in your own words. ◆ Be discriminatory in which information you choose to cite from the sources; choose information that helps support your viewpoint. ◆ Explain interesting details from the sources to support your essay rather than a general reference to sources outside the context of the prompt. ◆ See the <i>Lista de revision de ensayos</i> in Apéndice H (p. 478).
Organized essay; effective use of transitional elements or cohesive devices	<ul style="list-style-type: none"> ◆ Prepare an outline to plan the paragraphs, integrate sources, and defend your viewpoint. Make sure to include the key words you have noted. ◆ Organize your essay into well-developed clear paragraphs that include: <ul style="list-style-type: none"> ▶ An introductory paragraph clarifying your intent or thesis ▶ 2–3 paragraphs in which you develop main ideas, supported with information from the sources ▶ A closing paragraph that synthesizes your remarks and emphasizes your viewpoint while addressing the <i>Tema del ensayo</i> ◆ Use transitional phrases and cohesive devices to add fluency to your presentation, especially when moving from one point to another and between paragraphs. See the <i>Expresiones que facilitan la comunicación</i> in Apéndice C (p. 472).
Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	<ul style="list-style-type: none"> ◆ Refer back to the <i>Tema del ensayo</i> to make sure that you are defending your viewpoint and not veering off course. ◆ Refrain from copying information from the sources in a random manner, with no regard to supporting your main points. ◆ Keep a logical flow throughout the essay.

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Varied and appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> ◆ Concentrate on using rich vocabulary and culturally appropriate idiomatic expressions. ◆ Use vocabulary that supports your viewpoint and reflects the topic. ◆ Avoid overuse of elementary, common vocabulary. "Reach outside the box" to impress the Reader. ◆ Avoid English or other language interference, e.g. <i>población</i> is correct, not "populación." See <i>Cognados falsos</i> in Apéndice G (p. 477).
Accuracy and variety in grammar, syntax and usage, with few errors	<ul style="list-style-type: none"> ◆ Use correct word order and avoid spelling errors. ◆ Avoid elementary errors, which affect your score more adversely than errors made in taking risks with more advanced structures. ◆ Leave time to edit your work, checking for common errors, such as <i>ser</i> v. <i>estar</i>, <i>por</i> v. <i>para</i>, preterite v. imperfect, verb forms, personal <i>a</i>, correct use of articles and pronouns, and noun/adjective agreement. ◆ Use a variety of verb tenses and both indicative and subjunctive moods. ◆ Use formal, academic language. ◆ Be consistent in use of standard conventions of the written language (e.g., capitalization, orthography, accents).
Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences	<ul style="list-style-type: none"> ◆ Impress the Exam Reader by raising your level of communication using a variety of structures. Include compound sentences and complex structures rather than sticking to basic language.

INTERPERSONAL SPEAKING: CONVERSATION

TASK DESCRIPTION AND EXPECTATIONS

- ▲ Simulated Conversation is a role play with the following format:
 - ◆ Brief description of the situation
 - ◆ Outline of each turn of the conversation
- ▲ 1 minute to preview the conversation
- ▲ Five opportunities to speak. There is no text of what the other person will actually say.
- ▲ 20 seconds per response. Student should provide creative, meaningful responses.
- ▲ Task comprises 12.5% of your total free response score

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Maintains the exchange with a series of responses that is clearly appropriate within the context of the task	<ul style="list-style-type: none"> ◆ Carefully read the <i>Tema curricular</i> and the <i>Introducción</i> provided before the outline of the conversation. Use this information to identify the theme, context, and setting. ◆ In the 1 minute provided, underline or circle key words and jot down ideas to help guide and focus your thought process once the conversation begins. ◆ Pay attention to cultural references and respond or comment as appropriate. ◆ Address each bullet point, trying to keep a smooth flow to the conversation. Cross off or check prompts completed. This helps to avoid getting lost or confused.

SCORING GUIDELINE	STRATEGIES TO REACH A 5																								
<p>Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration</p>	<ul style="list-style-type: none"> ◆ Become familiar with prompting verbs so you can respond as directed. Common terms: <table border="1" data-bbox="537 368 1182 534" style="margin-left: 20px;"> <tr> <td>acepta</td> <td>describe</td> <td>expresa</td> <td>insiste</td> <td>pregunta</td> <td>saluda</td> </tr> <tr> <td>aconseja</td> <td>despide</td> <td>finaliza</td> <td>menciona</td> <td>propón</td> <td>sugiere</td> </tr> <tr> <td>cuenta</td> <td>di</td> <td>haz</td> <td>ofrece</td> <td>reacciona</td> <td>trata de</td> </tr> <tr> <td>da</td> <td>explica</td> <td>incluye</td> <td>pide</td> <td>recomienda</td> <td></td> </tr> </table> <ul style="list-style-type: none"> ◆ Speak continuously. Avoid gaps while you are gathering your thoughts to respond. See <i>Expresiones para la conversación</i> in Apéndice D (p. 474). ◆ Say something that fits the theme or topic of the conversation, even if you are unsure of what was prompted. ◆ Respond as fully as possible in accordance with the prompt provided. Make sure to answer the question, and to comment or react to what is said. ◆ Make sure to ask an appropriate question, if prompted, within the context of the conversation. ◆ Know how to request clarification, if prompted. See <i>Expresiones para la conversación</i> in Apéndice D (p. 474). ◆ Speak for the full 20 seconds given for each prompt, but “finish” what you need to say. 	acepta	describe	expresa	insiste	pregunta	saluda	aconseja	despide	finaliza	menciona	propón	sugiere	cuenta	di	haz	ofrece	reacciona	trata de	da	explica	incluye	pide	recomienda	
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da	explica	incluye	pide	recomienda																					
<p>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</p>	<ul style="list-style-type: none"> ◆ Use circumlocution and paraphrasing to get your point across. ◆ Pay attention to the pacing and flow of what you are communicating. 																								
<p>Varied and appropriate vocabulary and idiomatic language</p>	<ul style="list-style-type: none"> ◆ Concentrate on using rich vocabulary and culturally appropriate idiomatic expressions. ◆ Avoid overuse of elementary, common vocabulary. “Reach outside the box” to impress the listener or scorer. ◆ Deduce meaning of unfamiliar words used in the conversation. 																								
<p>Accuracy and variety in grammar, syntax and usage, with few errors</p>	<ul style="list-style-type: none"> ◆ Try to avoid elementary errors and focus on correct word order. ◆ Listen for tenses used by your speaking partner in questions and statements and respond accordingly. ◆ Use a variety of structures rather than sticking to only safe elementary structures. ◆ Use a variety of simple and compound sentences. ◆ If asked to offer advice, use the subjunctive appropriately. 																								
<p>Mostly consistent use of register appropriate for the conversation</p>	<ul style="list-style-type: none"> ◆ Be careful with register. Should you use <i>tú</i> or <i>usted</i>? Make sure to be consistent once you decide, not only with verbs, but also with pronouns and possessives. ◆ Pay attention to the context: Is this a business call or an interview? Are you speaking with a friend or family member? Make sure to use appropriate greetings and leave-taking expressions, according to with whom you are speaking. ◆ See <i>Expresiones que indican registro</i> in Apéndice E (p. 475). 																								
<p>Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility</p>	<ul style="list-style-type: none"> ◆ Show that you know what you are saying through your voice intonation. Examples: If you are asking a question, it should sound like a question. If you are showing surprise, your voice should help communicate that surprise. ◆ Use correct, consistent pronunciation that is easily understood by native speakers. ◆ Avoid pronunciation errors that impede comprehensibility. 																								
<p>Clarification or self-correction (if present) improves comprehensibility</p>	<ul style="list-style-type: none"> ◆ Paraphrase and use circumlocution to clarify what you are trying to communicate. ◆ Self-correct if you hear yourself make an error. 																								

PRESENTATIONAL SPEAKING: CULTURAL COMPARISON

TASK DESCRIPTION AND EXPECTATIONS

- ▲ Deliver a well-organized oral presentation to your class on a specific topic.
- ▲ You will have 4 minutes to read the presentation topic and prepare your presentation.
- ▲ You will have 2 minutes to record your presentation.
- ▲ You must:
 - ◆ include an appropriate introduction, clarifying your intent or thesis
 - ◆ compare your own community to an area of the Spanish-speaking world with which you are familiar, explaining similarities and differences
 - ◆ cite examples from your previous learning and experiences to support what you present as you compare and contrast the 2 cultures
 - ◆ show your understanding of the cultural features of the Spanish-speaking world that you are comparing, within the context of the topic
 - ◆ use paragraph-length discourse with cohesive devices
 - ◆ close the presentation with concluding remarks that summarize the topic or intent of your presentation
- ▲ Task comprises 12.5% of your total free response score

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Effective treatment of topic within the context of the task	<ul style="list-style-type: none"> ◆ Take time to carefully read not only the directions but also the <i>Tema curricular</i> and the <i>Tema de presentación</i>. The <i>Tema de presentación</i> presents a question and a detailed explanation of how to address the theme. ◆ Decide which Spanish-speaking culture(s) you would like to compare with your own, as you reflect on your past learning and experiences. ◆ Underline, circle, or jot down key words and phrases in the instructions and <i>Tema de presentación</i>, to help you focus. This helps conserve time and guides your thought process. ◆ Budget your time wisely: You only have 4 minutes to carefully read and plan. ◆ Prepare an outline to follow and guide your presentation, making sure to include key words and expressions noted.
Clearly compares the student's own community with the target culture, including supporting details and relevant examples	<ul style="list-style-type: none"> ◆ Your presentation should be structured as a comparison. Always give examples that enhance the comparative aspect of the presentation. ◆ Refer to what you have studied, read, and observed through first-hand experiences with exchange students or traveling. ◆ Provide details and examples to support both the similarities and differences that you present. ◆ Avoid clichés and stereotypes and go beyond generalizations. ◆ Make logical and relevant comparisons. Example: compare a city to a city, rather than a city to an entire country or continent.

SCORING GUIDELINE	STRATEGIES TO REACH A 5
Demonstrates understanding of the target culture, despite a few minor inaccuracies	<ul style="list-style-type: none"> ◆ Choose a Spanish-speaking culture with which you feel very familiar and knowledgeable. ◆ Show cultural knowledge by providing details about geography, history, fine arts, politics, social customs, and other culturally specific information within the <i>Tema de presentación</i> provided. ◆ Avoid general statements that do not demonstrate true cultural learning. For example, say: <i>Mientras los estadounidenses se reúnen en Times Square para celebrar la Nochevieja., el enfoque de los españoles son las 12 uvas que se comen en la Plaza Mayor.</i> (These details show true knowledge of the culture).
Organized presentation; effective use of transitional elements or cohesive devices.	<ul style="list-style-type: none"> ◆ Present with a clear, logical organization, as follows: <ul style="list-style-type: none"> ▶ Introduction: State your intent, maybe even using a rhetorical question to draw in the audience. ▶ Body: 2–3 main points where you compare and contrast similarities and differences citing cultural evidence. Use expressions that help you establish the comparisons. ▶ Conclusion: Restate your thesis and conclude with your assessment or evaluation of the <i>Tema de presentación</i>. ◆ Use transitional phrases and cohesive devices to add fluency to your presentation. See the <i>Expresiones que facilitan la comunicación</i> in Apéndice C (p. 472).
Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	<ul style="list-style-type: none"> ◆ Avoid elementary errors and focus on correct word order. ◆ Conjugate verbs unless an infinitive is called for in a particular structure. ◆ Monitor the pace and flow of what you are communicating. For language support to help you speak continuously, see <i>Expresiones para la conversación</i> in Apéndice D (p. 474).
Varied and appropriate vocabulary and idiomatic language	<ul style="list-style-type: none"> ◆ Concentrate on using rich vocabulary and culturally appropriate idiomatic expressions. ◆ Avoid overuse of elementary, common vocabulary. “Reach outside the box” to impress the reader.
Accuracy and variety in grammar, syntax and usage, with few errors	<ul style="list-style-type: none"> ◆ Impress the AP® Exam Reader by raising your level of communication in presentational speaking as follows: <ul style="list-style-type: none"> ▶ Use a variety of structures, including compound sentences, rather than sticking to only careful, safe elementary structures. ▶ Consider inserting complex structures, such as clarifying appositive phrases and the subjunctive, where possible. ◆ Avoid elementary errors, which affect your score more adversely than errors made in taking risks with more advanced structures.
Mostly consistent use of register appropriate for the presentation	<ul style="list-style-type: none"> ◆ This is a formal presentation. ◆ You are addressing your entire class. ◆ Although “you” should generally be avoided, if you must use it to make a point, make sure that you use <i>ustedes</i>.
Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility	<ul style="list-style-type: none"> ◆ Show that you know what you are saying through your voice inflection. If you are stressing a point, enunciate and emphasize or strengthen your voice. ◆ Use correct, consistent pronunciation that is easily understood by native speakers.
Clarification or self-correction (if present) improves comprehensibility	<ul style="list-style-type: none"> ◆ Paraphrase and use circumlocution to clarify or further explain what you are trying to communicate. ◆ Self-correct if you hear yourself make an error.