



**AP<sup>®</sup> SPANISH LANGUAGE  
FIELD TEST SCORING COMMENTARY**

**Informal Writing  
Task C**

**Sample: CA  
Score Category: Low**

The student addresses the task although fails to offer “*deseos apropiados*.” The response demonstrates understanding of the conventions of interpersonal writing—pragmatic competence and register are appropriate to the task (informal register, greeting, and closure). Language ability, however, is not adequate for the successful completion of the task in several domains. For example, the student lacks consistent control over relatively essential, high-frequency language structures (e.g., irregular forms are overlooked [“*sabo*”], and there are errors in verb usage [“*decido*”]). The student borrows heavily from English in both the lexicon (e.g., “*Congratulations*” and “*revolvo*”) and in syntax (“*Conozco como difícil*” and “*puede estar*”). The lack of language resources at times makes the meaning unclear to the reader.

**Sample: CD  
Score Category: Low**

This sample demonstrates low competence in interpersonal writing. The student addresses the task, although there is limited elaboration of the topic. The language ability is not adequate for the successful completion of the task. There are pervasive Anglicisms (e.g., “*red tape*,” “*financial aid*,” “*el ‘Orientación’*”), which may impede communication, in vocabulary and syntax. Additionally, there are several instances of incorrect vocabulary usage, and the student demonstrates limited control of grammatical structures (“*mucha gente que soy todavía amigos*”). While the organization is adequate, this response represents a sample in the low score range.

**Sample: CB  
Score Category: Medium**

The student uses the appropriate register (informal). Most of the required information is provided, but the “*Saluda a tu amiga*” is missed. It is uncertain if the student is familiar with conventions of interpersonal writing since neither a greeting nor a closing are included. There are few errors in structure (e.g., “*Sé que te gustarás*”), and some complex structures are used correctly (e.g., “*quiero que tú estudies mucho y recibas buenas notas*”). The student uses appropriate vocabulary (“*Deseo que el próximo año sea muy divertido*”) and a variety of verb tenses (“*Es muy difícil ... pero tú lo hiciste*” and “*que tú vengas*”). Overall, this response represents a well-organized, connected discourse.

**Sample: CE  
Score Category: Medium**

The student uses the appropriate informal register, but it is uncertain whether the salutation is adequately expressed. The student addresses the task, but does not offer the “*deseos apropiados*” called for in the prompt. There are significant errors in grammatical structures such as “*lo te asustó*”



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**Informal Writing  
Task C (continued)**

and “*estaba venido.*” Additionally, there are errors in accentuation and agreement (e.g., “*Juán,*” “*adíos,*” and “*te admitió en NYU*”). There is second language interference as well (“*tú talento en arte no supiera fronteras*”). Overall, this sample responds adequately to the task.

**Sample: CC  
Score Category: High**

This response is well developed and coherent, demonstrating ease of expression. The student answers the prompt fully and elaborates beyond the required information. The organization is very good, indicating a strong command of interpersonal writing. In using the correct register, excellent vocabulary, complex grammatical structures, and effective word choice, the student displays superior interpersonal writing skills.

**Sample: CF  
Score Category: High**

This response is well developed and addresses all of the required elements of the task in the informal register. The language use in this well-organized essay is appropriate and varied. There is clear evidence of control of a variety of grammatical structures such as the subjunctive (“*cuando termines*” and “*Me alegra ... te hayan admitido*”). The student demonstrates an ample vocabulary and uses idiomatic expressions (“*Echale muchas ganas*” and “*Asi que ya sabes*”). Although there are some problems with the written accent, the conventions of the written language are generally respected. This essay goes beyond the task requirements by providing additional information like the concluding postscript.