



**AP[®] SPANISH LANGUAGE
FIELD TEST SCORING COMMENTARY**

**Formal Writing (Integrated Skills)
Task A**

**Sample: AA
Score Category: Low**

The student attempts to address the prompt with a general introduction, but there is no development of ideas in the essay. There is neither focus on the treatment of the subject matter nor reference or citation from any of the sources provided. There are errors in verb agreement and in the use of conventions of the written language (e.g., “*es un aspecto de cultura que produce emociones*”). There is an occasional correct usage of an advanced structure such as the subjunctive (e.g., “*es posible que ... olviden o no den*”). The student uses adequate vocabulary in the brief sample. The text is comprehensible.

**Sample: AD
Score Category: Low**

This essay demonstrates lack of competence in written expression. There is little evidence of synthesis, and the essay does not reference the sources. The thesis does not address the prompt in a relevant manner. There are frequent serious grammatical errors, and the student uses both simple and advanced structures incorrectly (e.g., “*el culture*,” “*Estas personas salía su país*,” “*para tengan*,” and “*no quería morir su cultura*”). The essay’s organization, sequencing, and development are inappropriate, and it lacks a conclusion.

**Sample: AB
Score Category: Medium**

This essay demonstrates general competence in written expression. The topic development makes direct reference to three of the four sources. There are errors in a variety of structures but with no discernable patterns (“*nuevo sitio de vivir*,” “*Los recuerdos de su propia cultura es importante*,” “*como estuvieramos*,” “*las verdaderas de nuestras culturas*,” and “*pierden editados*”). Accents are missing from several words. The vocabulary is appropriate, although there are interferences from English (e.g., “*exemplificado*”). The organization is good, but the overall sample is short and, due to lack of a conclusion, is unfinished.

**Sample: AE
Score Category: Medium**

The essay contains a thesis that addresses the sources, and there is a sense of organization. The student references all but one source and gives citations from the sources mentioned. Overall, direct references to the sources outweigh synthesis. The essay begins to show some development of relevant ideas in the introductory paragraph, but sequencing is incomplete and there is no concluding paragraph. There are frequent errors in writing conventions. Errors occur in a variety of structures, including elementary ones (“*ellos estan parte*” and “*una otra artículo*”). There are, however, some redeeming features such as “*se habían acostumbrado*” and “*esta formada de*.”



**AP[®] SPANISH LANGUAGE
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**Formal Writing (Integrated Skills)
Task A (continued)**

**Sample: AC
Score Category: High**

This comprehensive essay demonstrates strong command of written expression. Synthesis outweighs the mere listing or summarizing of the references, and the student cites three of the four sources. Although it contains grammatical errors, the essay demonstrates good control of structures. Ideas are developed in a cohesive way, and the essay is well organized. The student writes good introductory and concluding paragraphs and displays ease of expression. Impersonal register is appropriately used to comment on various points of view.

**Sample: AF
Score Category: High**

In this essay, synthesis outweighs direct reference to sources. Additionally, the student references all of the sources. The thesis is clear and comprehensive, and the essay is well organized with good sequencing and development. It has good opening and concluding paragraphs, and ideas are well developed. There is an attempt to use advanced structures and idioms, although errors do occur in language use (e.g., “*Cuando oymos,*” “*los costumbres,*” and “*se olbiden*”).