

Conclusions

	Observations & Trends	Conclusions
1	There is not one skill area (reading, listening, writing, speaking) where all or the majority of students excel, nor one or two with significantly lower scores than the others. The average reading, listening, writing, and speaking scores of the baseline assessments range from 46-53%.	All four skill areas need to be practiced strategically throughout the year.
2	All six AP Spanish Language & Culture exam sections received more or less equal scores, ranging from 46-54%.	Preparation for all six exam sections need to receive more or less equal attention throughout the year.
3	The AP course guide identifies four skill categories, eight skills, and 24 learning objectives to developing the interpretive mode of communication. (Visit tab 3 of this file to see the specific categories, skills, and objectives.) In the reading section of the baseline assessment, there are 30 questions to assess these skills. In our baseline assessment, there was no question that 100% of students answered correctly. In other words, there is not one learning objective nor skill possessed by 100% of students in this group.	All reading skill categories and learning objectives need to be practiced throughout the year.
4	There are four types of selections that students have to be able to read on the AP exam: Promotional material, literary text, informative article and chart, and letter. The ability to correctly read and comprehend the literary text and letter are significantly lower (37% and 33%) than the promotional material and informative article and chart (60% and 57%). (This makes sense because there are additional skills required to interpret pieces of creative writing vs. simply understanding factual information.)	Give extra time and attention to reading creative pieces of writing, such as short stories, poems, letters, and journal entries, throughout the year. During these learning activities, make sure that there are questions that force students to analyze the literature.
5	In the reading section of the baseline assessment, there were two times when no students were able to demonstrate skill category 2 (making interdisciplinary and cultural connections) plus a third instance where all but one students were not able to demonstrate this skill. (This makes sense because there is a lack of cultural knowledge in this group. Previous courses have emphasized vocabulary and grammar. Also, understanding cultural perspectives can be challenging, as it requires the abilities to grasp abstract concepts and make inferences.)	Culture needs to be an integral part of this course. The teacher needs to provide students with opportunities to reflect on their own cultures and learn about Spanish-speaking cultures in a variety of contexts on a near-everyday basis.
6	There are four types of selections that students have to be able to listen to and understand on the AP exam: Informative audio report, conversation, interview, and instructions. In the listening section of this baseline assessment, students showed a poor ability to comprehend any of these selections. Their scores ranged between 40 and 51%.	Students need to practice listening to all four types of selections throughout the year.

7	The same interpretive skills mentioned above for reading and the same skills that the course seeks to help students develop when listening. Out of 35 questions in the listening section of the baseline assessment, only twice did all students answer a question, or demonstrate a skill, correctly.	Therefore, all listening skill categories and learning objectives need to be practiced throughout the year.
8	The average writing score is 47%.	Students need to learn all the components of writing an effective formal email and argumentative essay.
9	There is one student who scored 94% ability to write a formal email.	This student should opt out of instructional modules that cover writing a formal email and instead use the time to practice the skills that, according to his scores, need more practice: Reading and listening with multiple choice questions.
10	In the section of the assessment where students had to show their ability to write a formal email, the component that received the lowest score on average is "register."	The teacher should teach students how to use a variety of words, phrases, and verb tenses in order to alter the tone of their writing.
11	The average speaking score is 53%	Students need to learn about all the components of speaking effectively, as well as regular (everyday) opportunities to practice speaking.
12	There is one student who is a native speaker and demonstrated 100% success on both speaking tasks of the baseline assessment.	This student should opt out of speaking activities and instead practice a skill that his scores show he needs to develop more, which, in his case, is writing.
13	In the simulated conversation, the first of two speaking tasks on the baseline assessment, the component that received the lowest score on average is "clarity and self-correction." Most students, after making a mistake while speaking, would either begin performing significantly worse or give up completely.	Throughout the year, the teacher should show students how to self-correct while speaking. The teacher should also remind students that mistakes are normal. The teacher should motivate students to persevere through mistakes.
14	In the oral presentation of a cultural comparison, the second of two speaking tasks in the assessment, the component that received the lowest score on average is "accuracy and understanding of the target culture." In other words, student performance decreased when they had to explain in detail a specific reality of a Spanish-speaking culture.	Culture needs to be an integral part of this course. The teacher needs to provide students with opportunities to reflect on their own cultures and learn about Spanish-speaking cultures in a variety of contexts on a near-everyday basis.

Baseline Assessments: Overall Scores									
Skill Area -->	Reading	Listening	Writing		Speaking		Total Average	Estimated AP Score	
Test Section -->	1A	1B	2C	2D	2E	2F			
Students (below)									
S1	10%	37%	40%	4%	37.50%	20%	25%	1	
S2	43%	43%	32.50%	49%	40%	38%	41%	2	
S3		69%	60%	44%	100%	100%	74.60%	N/a	
S4	70%	77%	94%	62%	85%	88%	79%	4	
S5	63%	51%	57%	42%	20%	20%	42%	2	
S6	47%	45%	40%	64%	42.50%	56%	49%	2	
S7	47%	43%	57%	51%	45%	36%	47%	2	
S8	43%	40%	57%	47%	62.50%	52%	50%	2	
S9		23%	20%	27%				N/a	
Class Average (test section)	46%	48%	51%	43.33%	54.06%	51.25%	49%		
Class Average (skill area)	46%	48%	47%		53%		48%		
Note: S3 is a native speaker and his 100% speaking scores raise the class average in the speaking assessments significantly.									
The chart below shows the class averages without this student's speaking scores.									
Skill Area -->	Reading	Listening	Writing		Speaking		Total Average	Estimated AP Score	
Test Section -->	1A	1B	2C	2D	2E	2F			
Students (below)									
S1	10%	37%	40%	4%	37.50%	10%	23%	1	

S2	43%	43%	32.50%	49%	40%	38%	41%	2	
S3		69%	60%	44%				N/a	
S4	70%	77%	94%	62%	85%	88%	79%	4	
S5	63%	51%	57%	42%	20%	20%	42%	2	
S6	47%	45%	40%	64%	42.50%	46%	47%	2	
S7	47%	43%	57%	51%	45%	36%	47%	2	
S8	43%	40%	57%	47%	62.50%	52%	50%	2	
S9		23%	20%	27%				N/a	
Class Average (test section)	46%	48%	51%	43.33%	47.50%	44.29%	47%		
Class Average (skill area)	46%	48%	47%		46%		47%		

Section 1A: Reading + Multiple Choice (AP Classroom Practice Exam, 2020)

Note: You can access this multiple choice exam through the College Board's AP Classroom platform.

Color Code	% incorrect	(0 - 11%)	(12 - 33%)	(34 - 44%)	(45 - 66%)	(67 - 88%)	(89 - 100%)
	Level of Need	Very Low	Low	Low - Medium	Medium - High	High	Very High
	Color	Green	Light Green	Yellow	Orange	Light Red	Red

Question #	Task	Skill Category	Skill	Learning Objective	S1	S2	S3	S4	S5	S6	S7	Incorrect Answers	
												Total per question	Total per task
1	Promotional Material	Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.	x						x	2/7 = 28.5%	40%
2		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.A: Make cultural connections.	2.A.1: Identify and/or describe content and connections among cultural topics.	x		x					2/7 = 28.5%	
3		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.4: Identify organizing and/or rhetorical structures and/or strategies.	x			x	x		x	4/7 = 57%	
4		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.A: Make cultural connections.	2.A.4: Infer cultural information from a text.	x		x			x		3/7 = 43%	
5		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.	x	x	x					3/7 = 43%	
6		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.	x	x			x	x		4/7 = 57%	

7	Literary Text	Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.		x				x	x	3/7 = 43%	63.00%
8		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone or attitude.	x	x	x	x	x		x	6/7 = 86%	
9		Skill Category 4: Make meanings from words and expressions.	Skill 4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.	x	x		x		x	x	5/7 = 71%	
10		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.	x	x	x		x	x	x	6/7 = 86%	
11		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.	x	x					x	3/7 = 43%	
12		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.3: Retell or summarize information in narrative form.	x	x		x			x	4/7 = 57%	
13		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.					x			1/7 = 14%	
14		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.	x	x	x	x	x	x	x	7/7 = 100%	
15		Skill Category 4: Make meanings from words and expressions.	Skill 4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.	x	x			x		x	4/7 = 57%	

16	Informative Article & Chart	Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.	x							1/7 = 14%	43.00%
17		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.A: Make cultural connections.	2.A.4: Infer cultural information from a text.	x	x	x	x	x	x	x	7/7 = 100%	
18		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.1: Identify the intended audience.	x				x			1/7 = 14%	
19		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.B: Describe data.	1.B.2: Describe data from a table, chart, graph, map, or infographic.	x			x	x			3/7 = 43%	
20		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.B: Describe data.	1.B.1: Identify and describe patterns and trends in data.	x				x	x	x	4/7 = 57%	
21		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.B: Describe data.	1.B.1: Identify and describe patterns and trends in data.				x	x			2/7 = 28.5%	
22		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.B: Make connections in and across disciplines.	2.B.4: Infer interdisciplinary information from a text.	x				x	x		2/7 = 28.5%	
23		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.	x							1/7 = 14%	
24		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.	x	x		x		x	x	5/7 = 71%	

25	Letter	Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.	x					x	x	3/7 = 43%	67.00%
26		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.	x	x				x		3/7 = 43%	
27		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.	x	x	x		x	x	x	6/7 = 86%	
28		Skill Category 4: Make meanings from words and expressions.	Skill 4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.	x	x		x	x	x		5/7 = 71%	
29		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.A: Make cultural connections.	2.A.4: Infer cultural information from a text.	x	x		x	x	x	x	6/7 = 86%	
30		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.	x	x			x	x	x	5/7 = 71%	
Total Correct (out of 30)					S1	S2	S3	S4	S5	S6	S7	Average #	Average %
					3	13	21	19	14	14	13	13.85714286	46%

Conclusions:

- 1) Practice all reading skill categories and learning objectives because there are none where all students answer correctly.
- 2) The reading tasks that most need to be addressed are the literary text and letter.
- 3) The skill category that needs the most attention is #2 (making interdisciplinary and cultural connections). Twice there was a question that addressed this skill category and no students answered correctly.

Section 1B: Listening + Multiple Choice (AP Classroom Practice Exam, 2020)

Note: You can access this multiple choice exam through the College Board's AP Classroom platform.

Color Code		% incorrect	(0 - 11%)	(12 - 33%)	(34 - 44%)	(45 - 66%)	(67 - 88%)	(89 - 100%)							
		Level of Need	Very Low	Low	Low - Medium	Medium - High	High	Very High							
		Color	Green	Light Green	Yellow	Orange	Light Red	Red							
Question #	Task	Skill Category	Skill	Learning Objective	S1	S2	S3	S4	S5	S6	S7	S8	S9	Incorrect Answers	
														Total per question	Total per task
31	Informative audio report & article	Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.										1/9 = 11%	42%
32		Skill Category 4: Make meanings from words and expressions.	Skill 4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.										3/9 = 33%	
33		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.										5/9 = 55%	
34		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.										2/9 = 22%	
35		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.										5/9 = 55%	
36		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.										5/9 = 55%	
37		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.B: Make connections in and across disciplines.	2.B.4: Infer interdisciplinary information from a text.										3/9 = 33%	

38		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.		x		x	x	x	x		5/9 = 55%	
39		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.1: Identify and/or describe similarities and/or differences among different types of texts.		x	x	x					3/9 = 33%	
40		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.1: Identify and/or describe similarities and/or differences among different types of texts.		x	x	x	x	x			6/9 = 67%	
41	Conversation & chart	Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.B: Describe data.	1.B.1: Identify and describe patterns and trends in data.			x		x		x	x	4/9 = 44%	41%
42		Skill Category 4: Make meanings from words and expressions.	Skill 4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.		x	x	x	x	x		x	6/9 = 67%	
43		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.B: Describe data.	1.B.1: Identify and describe patterns and trends in data.				x					1/9 = 11%	
44		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone or attitude.		x	x			x	x	x	5/9 = 55%	
45		Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.A: Make cultural connections.	2.A.1: Identify and/or describe content and connections among cultural topics.					x		x	x	3/9 = 33%	
46		Skill Category 4: Make meanings from words and expressions.	Skill 4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.						x		x	2/9 = 22%	
47		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.				x	x	x	x	x	5/9 = 55%	
48		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.		x	x	x		x	x	x	6/9 = 67%	

49	Interview	Skill Category 2: Make interdisciplinary and cultural connections.	Skill 2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.													3/9 = 33%	50.60%
50		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.		x		x					x		x		5/9 = 55%	
51		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.				x		x			x			x	5/9 = 55%	
52		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.		x					x		x		x		4/9 = 44%	
53	Instructions	Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.													0/9 = 0%	40%
54		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.		x			x	x	x		x				5/9 = 55%	
55		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.		x				x	x		x		x	x	6/9 = 67%	
56		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.1: Identify the intended audience.				x					x		x	x	4/9 = 44%	
57		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.		x					x					x	3/9 = 33%	
58		Skill Category 3: Interpret the content of written or audio text (words).	Skill 3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.						x	x						2/9 = 22%	
59		Skill Category 1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Skill 1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/ relevant details.		x							x		x	x	4/9 = 44%	

[illegible]

Section 2C: Write a Formal Email

Prompt: Write an email reply to the director of an environmental stewardship group who has reached out to you about getting your school involved in their initiatives. (2020 AP Spanish Language & Culture Exam)

[illegible]

Components (5 points each)		Students -->	S1	S2	S3	S4	S5	S6	S7	S8	S9	Average score per component
1	Treatment of Topic		2	2	1	5	3	2	3	3	1	2.444444444
2	Appropriateness and accuracy of information		1	2	2	4	3	2	3	2	1	2.222222222
3	Comprehensibility		2	2	5	5	3	2	4	3	1	3
4	Vocabulary		2	2	3	5	2	2	3	2	1	2.444444444
5	Grammar		2	2	5	5	3	2	3	3	1	2.888888889
6	Register (formality, tone, tenses, etc.)		1	1	1	4	3	2	1	3	1	1.888888889
7	Eloquence of writing		4	2	4	5	3	2	3	4	1	3.111111111
	Total Individual Score (out of 35 possible points)	Point Tally	14	13	21	33	20	14	20	20	7	18
		%	40%	32.50%	60%	94%	57%	40%	57%	57%	20%	51%

[illegible][illegible]

2) It makes sense that register would be the weakest component, as students currently know to write to be comprehended, but writing in Spanish in different tones is a higher level skill that they should learn this year.

3) There is one student (S4) whose score (94%) is an outlier and shows that he does not need to learn how to write a formal email like the others. This student should spend his time during instructional modules about writing a formal email practicing a different skill set.												
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[illegible]

	1 Poor	2 Weak	3 Fair	4 Good	5 Strong
Treatment of topic	<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task
Appropriateness & accuracy of information	<ul style="list-style-type: none"> Provides little required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides some required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) 	<ul style="list-style-type: none"> Provides most required information (responses to questions, request for details) with some elaboration 	<ul style="list-style-type: none"> Provides required information (responses to questions, request for details) with frequent elaboration
Comprehensibility	<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable with errors that force interpretation and cause confusion for the reader 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
Vocabulary	<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
Grammar	<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
Register / tone	<ul style="list-style-type: none"> Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
Eloquence of writing	<ul style="list-style-type: none"> Very simple sentences or fragments 	<ul style="list-style-type: none"> Simple sentences and phrases 	<ul style="list-style-type: none"> Simple and a few compound sentences 	<ul style="list-style-type: none"> Simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Variety of simple and compound sentences, and some complex sentences

Score of 0: UNACCEPTABLE

- 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

NR (No Response): BLANK (no response)

Section 2D: Write an Argumentative Essay

Prompt: Write an essay to argue for or against wearing uniforms in schools. (2020 AP Spanish Language & Culture Exam)

Student Scores:

Components (5 points each)		Students -->	S1	S2	S3	S4	S5	S6	S7	S8	S9	Average score per component
1	Treatment of topic		0	2	1	4	3	3	3	3	2	2.333333333
2	Comprehension of sources		1	3	4	1	2	4	3	3	2	2.555555556
3	Integration of sources		1	3	1	1	2	4	3	2	1	2
4	Clarity of position		0	2	0	3	2	3	2	2	1	1.666666667
5	Organization of essay		0	2	1	3	2	3	3	3	1	2
6	Comprehensibility of essay		0	2	4	4	2	3	2	2	2	2.333333333
7	Vocabulary		0	2	3	4	2	3	2	2	1	2.111111111
8	Grammar		0	3	4	4	2	3	2	2	1	2.333333333
9	Eloquence of writing		0	3	2	4	2	3	3	2	1	2.222222222
	Total Individual Score (out of 45 possible points)	Point Tally	2	22	20	28	19	29	23	21	12	19.55555556
		%	4.00%	49.00%	44.00%	62.00%	42.00%	64.00%	51.00%	47.00%	27.00%	43.33%

Conclusions:

1) All students' scores are low and all components within this task need to be taught.

Rubric:

AP® Spanish Language and Culture 2022 Scoring Guidelines

	1 Poor	2 Weak	3 Fair	4 Good	5 Strong
Treatment of topic	<ul style="list-style-type: none"> Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> Effective treatment of topic within the context of the task
Comprehension of sources	<ul style="list-style-type: none"> Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies 	<ul style="list-style-type: none"> Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate 	<ul style="list-style-type: none"> Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies 	<ul style="list-style-type: none"> Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies 	<ul style="list-style-type: none"> Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
Integration of sources	<ul style="list-style-type: none"> Mostly repeats statements from sources or may not refer to any sources 	<ul style="list-style-type: none"> Summarizes content from one or two sources; may not support an argument 	<ul style="list-style-type: none"> Summarizes content from at least two sources in support of an argument 	<ul style="list-style-type: none"> Summarizes, with limited integration, content from all three sources in support of an argument 	<ul style="list-style-type: none"> Integrates content from all three sources in support of an argument
Clarity of position	<ul style="list-style-type: none"> Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent 	<ul style="list-style-type: none"> Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently 	<ul style="list-style-type: none"> Presents and defends the student's own position on the topic; develops an argument with some coherence 	<ul style="list-style-type: none"> Presents and defends the student's own position on the topic with clarity; develops an argument with coherence 	<ul style="list-style-type: none"> Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail
Organization of essay	<ul style="list-style-type: none"> Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> Organized essay; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> Organized essay; effective use of transitional elements or cohesive devices
Comprehensibility of essay	<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the reader 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
Vocabulary	<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
Grammar	<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
Eloquence of writing	<ul style="list-style-type: none"> Very simple sentences or fragments 	<ul style="list-style-type: none"> Uses strings of simple sentences and phrases 	<ul style="list-style-type: none"> Uses strings of mostly simple sentences, with a few compound sentences 	<ul style="list-style-type: none"> Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

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AP® Spanish Language and Culture 2022 Scoring Guidelines

Score of 0: UNACCEPTABLE

- 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

NR (No Response): BLANK (no response)**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.

Section 2E: Speak in a Simulated Conversation

Prompt: Participate in a simulated conversation about organizing a family gathering. (2020 AP Spanish Language & Culture Exam)

Student Scores:

Components (5 points each)		Students -->	S1	S2	S3	S4	S5	S6	S7	S8	Average score per component
1	Fluidity of conversation		2	2	5	4	1	2	2	2	2.5
2	Appropriateness and accuracy of information		2	2	5	3	1	3	2	3	2.625
3	Comprehensibility		2	3	5	5	1	3	3	4	3.25
4	Vocabulary		1	2	5	4	1	2	2	3	2.5
5	Grammar		2	2	5	4	1	2	3	3	2.75
6	Register		3	2	5	5	1	2	3	3	3
7	Pronunciation		3	3	5	5	1	3	3	4	3.375
8	Clarity and self-correction		0	0	5	4	1	0	0	3	1.625
	Total Individual Score (out of 40 possible points)	Point Tally	15	16	40	34	8	17	18	25	21.625
		%	37.50%	40%	100%	85.00%	20.00%	42.50%	45.00%	62.50%	54.06%

Conclusions:

- 1) Most students' scores are low and all components within this task need to be taught.
- 2) There is one student who scored 100%. He should opt out of activities that practice speaking during the year and use the time to practice a skill that his scores show he needs to practice more, which in his case is writing.
- 2) The lowest score is "clarity and self-correction." Most students gave up or lost confidence upon making a mistake. I need to explain to them that mistakes are normal, show them how they can fix mistakes, and provide opportunities for self-correction in class throughout the year.

Rubric:

	1 Poor	2 Weak	3 Fair	4 Good	5 Strong
Fluidity of conversation	<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
Appropriateness & accuracy of information	<ul style="list-style-type: none"> Provides little required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides some required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration 	<ul style="list-style-type: none"> Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
Comprehensibility	<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
Vocabulary	<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
Grammar	<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
Register	<ul style="list-style-type: none"> Minimal or no attention to register 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the conversation 	<ul style="list-style-type: none"> Use of register may be inappropriate for the conversation with several shifts 	<ul style="list-style-type: none"> Generally consistent use of register appropriate for the conversation, except for occasional shifts 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the conversation
Pronunciation	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
Clarity & self-correction	<ul style="list-style-type: none"> Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) improves comprehensibility

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- 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
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

[illegible][illegible][illegible]

Components (5 points each)		Students -->	S1	S2	S3	S4	S5	S6	S7	S8	Average score per component
1	Treatment of topic		1	2	5	3	1	2	1	1	2
2	Thoroughness of comparison		1	2	5	3	1	3	1	1	2.125
3	Accuracy and understanding of target culture		1	1	5	3	1	2	1	1	1.875
4	Organization		1	2	5	5	1	3	3	1	2.625
5	Comprehensibility		1	2	5	5	1	3	2	4	2.875
6	Vocabulary		1	2	5	5	1	3	2	3	2.75
7	Grammar		1	2	5	5	1	3	2	4	2.875
8	Register / tone		1	2	5	5	1	3	2	4	2.875
9	Pronunciation		1	2	5	5	1	3	2	4	2.875
10	Clarification and self-correction		1	2	5	5	1	3	2	3	2.75
	Total Individual Score (out of 50 possible points)	Point Tally	10	19	50	44	10	28	18	26	25.625
		%	20%	38%	100%	88.00%	20.00%	56.00%	36.00%	52.00%	51.25%

Conclusions:									
1) Most students' scores are low and all components within this task need to be taught.									

1) Most students' scores are low and all components within this task need to be taught.							
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[illegible]

3) The lowest score is "accuracy and understanding of target culture." The topic of this prompt on the final exam is unpredictable, so I need to make sure that I cover all curriculum topics thoroughly so that students have knowledge to draw from when improvising a reply to this style of question in the future.

[illegible]

	1 Poor	2 Weak	3 Fair	4 Good	5 Strong
Treatment of topic	<ul style="list-style-type: none"> Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> Effective treatment of topic within the context of the task
Thoroughness of comparison	<ul style="list-style-type: none"> Presents information only about the target culture or only about the student's own or another community, and may not include examples 	<ul style="list-style-type: none"> Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development 	<ul style="list-style-type: none"> Compares the target culture with the student's own or another community, including a few supporting details and examples 	<ul style="list-style-type: none"> Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples 	<ul style="list-style-type: none"> Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples
Accuracy of understanding of target culture	<ul style="list-style-type: none"> Demonstrates minimal understanding of the target culture; generally inaccurate 	<ul style="list-style-type: none"> Demonstrates a limited understanding of the target culture; may include several inaccuracies 	<ul style="list-style-type: none"> Demonstrates a basic understanding of the target culture, despite inaccuracies 	<ul style="list-style-type: none"> Demonstrates some understanding of the target culture, despite minor inaccuracies 	<ul style="list-style-type: none"> Demonstrates understanding of the target culture, despite a few minor inaccuracies
Organization	<ul style="list-style-type: none"> Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> Organized presentation; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> Organized presentation; effective use of transitional elements or cohesive devices
Comprehensibility	<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
Vocabulary	<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
Grammar	<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
Register / tone	<ul style="list-style-type: none"> Minimal or no attention to register 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the presentation 	<ul style="list-style-type: none"> Use of register may be inappropriate for the presentation with several shifts 	<ul style="list-style-type: none"> Generally consistent use of register appropriate for the presentation, except for occasional shifts 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the presentation
Pronunciation	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
Clarification & self-correction	<ul style="list-style-type: none"> Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) improves comprehensibility

AP® Spanish Language and Culture 2022 Scoring Guidelines

Score of 0: UNACCEPTABLE

- 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
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
- The phrase "target culture" can refer to any community, large or small, associated with the target language.