



AP[®] Spanish Language and Culture OPEN FORUM: June 13, 2013

Reading Dates, June 12-18, 2013

Duke Energy Center, Cincinnati, OH



- **Meet the Development Committee**
- **Course and Exam Updates**
- **Teacher Support**
- **2014 Reading Dates and Location**

Meet the Spanish Language and Culture Development Committee



Co-chairs:

Robert Davis, University of Oregon, OR

Laura Zinke, McClintock High School, AZ

Members:

Kyra Kietry, Davidson College, NC

Fernando Rubio, University of Utah, UT

Maritza Sloan, Plano West High School, TX

Ken Stewart, Chapel Hill High School, NC

College Board Advisor:

Ann Mar, Alamo Heights High School, TX

Chief Reader:

Gustavo Fares, Lawrence University, WI

Chief Reader Designate:

Jeffrey Reeder, Sonoma State University, CA

ETS Assessment Specialists:

Carmen Luna

Daniela Santos

Course Audit



Year	AP Spanish Language and Culture Courses Approved via Audit
2012-2013	7,171
2011-2012	6,184
2010-2011	6,046
2009-2010	5,925
2008-2009	5,829
2007-2008	5,560

AP Course Audit Requirements 2013-2014



- All teachers need to submit a new syllabus to the audit during the 2013-14 school year.
- Schools' AP administrators renew approved courses each year.
- Syllabi must meet the new curricular requirements for AP Spanish Language and Culture.
- Support materials for teachers including 4 sample syllabi and a syllabus development guide have been available via the Course Audit website since March 2013.
- Teachers may submit their own syllabi or one of the samples and “claim identical”.
- The audit opened in March 2013 and will close on January 31, 2014.

Online Teacher Community



- 3,099 members (out of 7,171 authorized courses)
- 228 resources posted in the Resource Library
- Main discussion threads:
 - ❖ textbooks to support instruction
 - ❖ collaboration and sharing of materials
 - ❖ desire to not depend on textbooks
 - ❖ recording student speaking tasks during the exam
 - ❖ instructional design, instructional strategies

Become a member!!

Fall 2012

- Biology
- Latin
- Spanish Literature & Culture

Fall 2014

- Physics 1: Algebra-based
- Physics 2: Algebra-based
- United States History

Rollout Schedule

Fall 2011

- French Language & Culture
- German Language & Culture

Fall 2013

- Chemistry
- Spanish Language & Culture

**Welcome to the launch year of AP
Spanish Language and Culture!**

Course Launch Calendar



Date	Activity
October 2011	Official announcement of new AP Spanish Language and Culture course to take effect in 2013-14 academic year
October 2011	Publication of <i>AP Spanish Language and Culture Curriculum Framework</i> including sample items
Summer 2012	AP Summer Institutes with main focus on the current course, but also with information on the new course
February 2013	Publication of <i>AP Spanish Language and Culture Course and Exam Description</i> and Publication of Course Audit materials (Feb 25)
March 2013	Course Audit begins; course syllabi to be submitted by 1/31/14
June 2013	Migration of information from Advances in AP Site to Home Page. Publication of a complete Practice Exam (Jun 4) on the AP Course Audit website, Student Sample Answers to follow--late June 2013
Summer and Fall 2013	AP Summer Institutes and one-day Workshops will focus on the new course and exam
May 2014	First administration of new AP Spanish Language and Culture Exam
June 2014	First Reading of new exam, followed by Standard Setting by Higher Ed and AP faculty

When **communicating**, AP Spanish Language and Culture students demonstrate an understanding of the **culture(s)**, incorporate interdisciplinary topics (**Connections**), make comparisons between the native language and the target language and between cultures (**Comparisons**), and use the target language in real-life settings (**Communities**).

Critical Revisions to the Course AP

- The focus of the course is the development of students' proficiencies in *Interpersonal, Interpretive, and Presentational Communication*.
- The course has a **thematic approach**.
- The course includes a **focus on culture** as described in the *Standards*: **cultural products, practices, and perspectives**.

Critical Revisions

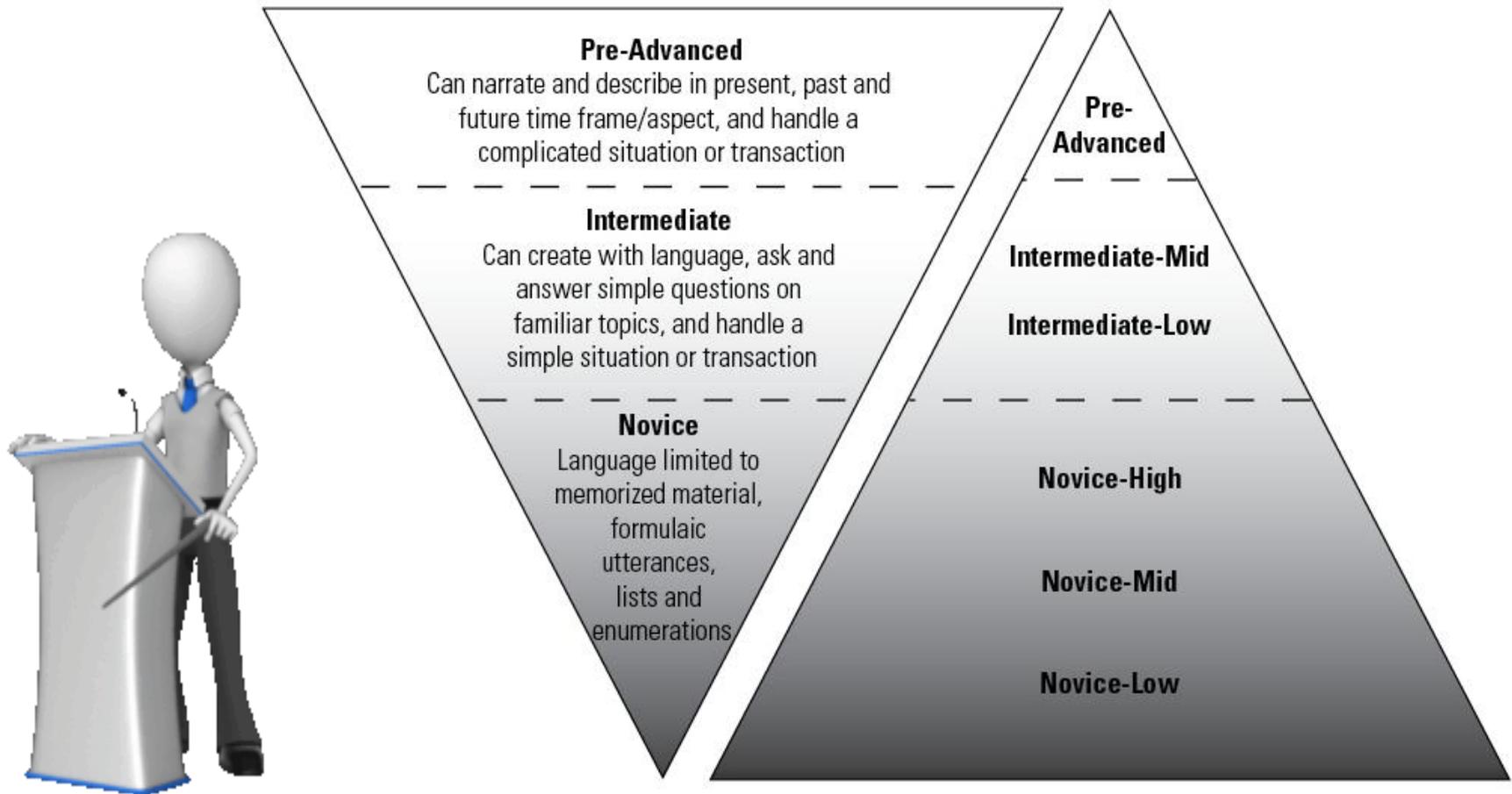


ACTFL Performance Guidelines for K-12 Learners

Range of proficiency (Intermediate to Pre-Advanced) as described in the *ACTFL Performance Guidelines for K-12 Learners* instead of an assumed college course equivalency (third-year college course).

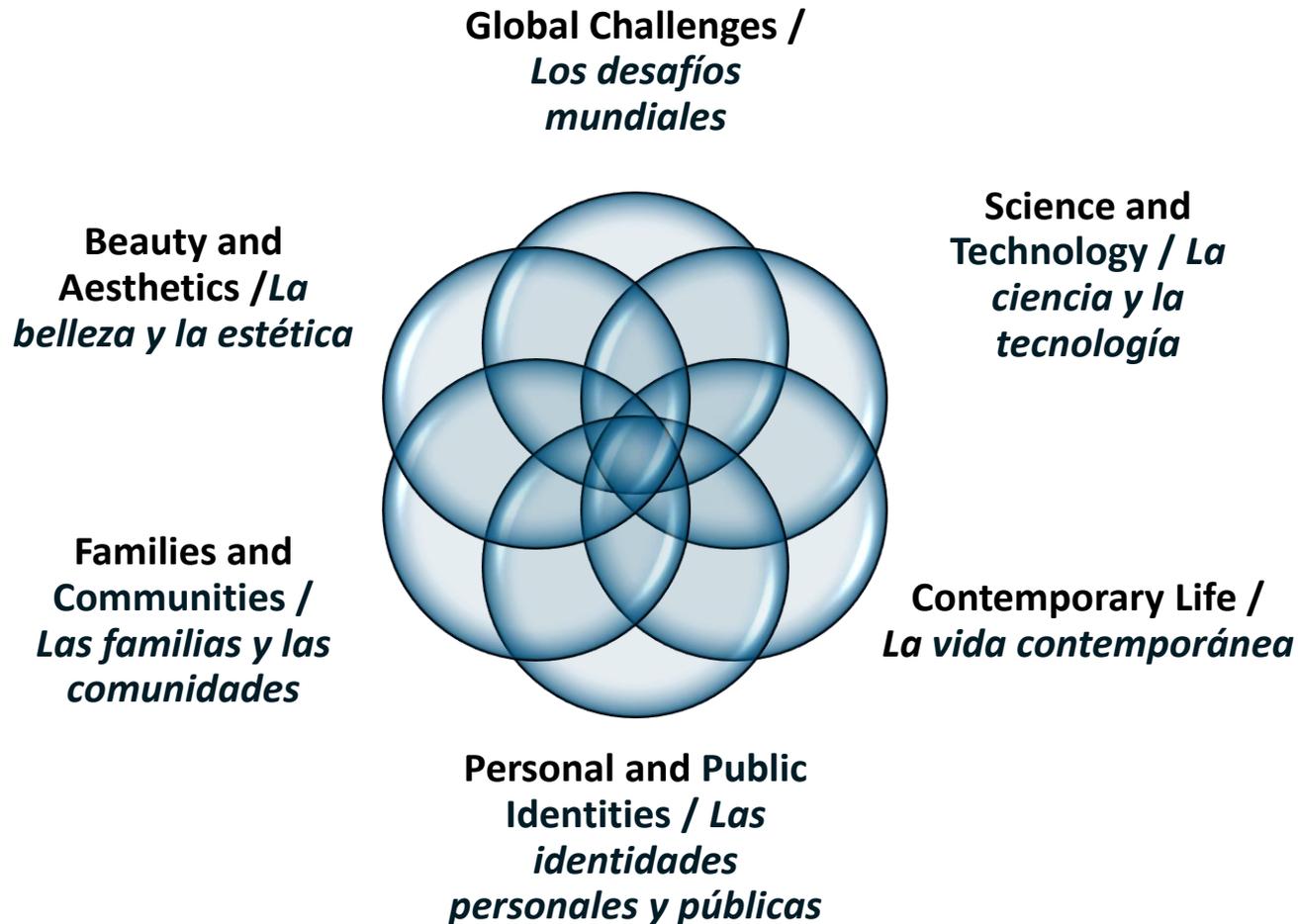
ACTFL Performance Guidelines

ACTFL Performance Guidelines for K-12 Learners



*AP World Language and Culture Curriculum
Alignment Guide Performance Levels*

Course Themes



Recommended Contexts

- Los temas económicos
- Los temas del medio ambiente
- El pensamiento filosófico y la religión
- La población y la demografía
- El bienestar social
- La conciencia social

Los desafíos mundiales

- La enajenación y la asimilación
- Los héroes y los personajes históricos
- La identidad nacional y la identidad étnica
- Las creencias personales
- Los intereses personales
- La autoestima

Las identidades personales y públicas

- El acceso a la tecnología
- Los efectos de la tecnología en el individuo y en la sociedad
- El cuidado de la salud y la medicina
- Las innovaciones tecnológicas
- Los fenómenos naturales
- La ciencia y la ética

La ciencia y la tecnología

- Las tradiciones y los valores
- Las comunidades educativas
- La estructura de la familia
- La ciudadanía global
- La geografía humana
- Las redes sociales

Las familias y las comunidades

- La educación y las carreras profesionales
- El entretenimiento y la diversión
- Los viajes y el ocio
- Los estilos de vida
- Las relaciones personales
- Las tradiciones y los valores sociales
- El trabajo voluntario

La vida contemporánea

- La arquitectura
- Definiciones de la belleza
- Definiciones de la creatividad
- La moda y el diseño
- El lenguaje y la literatura
- Las artes visuales y escénicas

La belleza y la estética

➤ Ask yourself: *“What do I really want students to know? What can they use in real life?”*

➤ An Essential Question:

- is a provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study
- does not have one “right” answer
- is intended to stimulate discussion and rethinking over time
- raises other important questions

Essential questions can be differentiated to meet student needs.

Culture as part of a Language and Culture Course and Exam



- ▶ **Cultural knowledge will be assessed throughout the exam, not in a separate “Culture” section**
- **Students will be expected to demonstrate understanding of cultural information presented in print and audio resources as well as their interpretation and application of the products, practices and perspectives on the Spanish-speaking world.**
- **Students will not be asked isolated questions about cultural trivia**

What will be new in the new AP Spanish Language and Culture Exam?



- Students will be provided **contexts** for doing exam tasks. They will not be asked questions that are de-contextualized.
- **Advance Organizers** will provide information before students begin working on a task.
- **Preview Time** will allow for students to read and preview questions before audio sources play.
- **Audio Sources** will be played twice. Students will be given 1 minute to answer questions before the audio plays a second time, at which time they will receive 15 additional seconds per question.
- In spoken and written responses, **accuracy of content** will be important, as well as linguistic accuracy.
- In most of their spoken and written responses, students will be required to **demonstrate understanding of some type of input**.

Features of the revised AP Exam



Students work with a **variety of authentic materials**, both **print** and **audio**, reflecting the **linguistic and cultural diversity** of the Spanish-speaking world.

- **Literary and journalistic texts *but also* announcements, advertisements, letters, maps, tables, etc.**
- **Scripted dialogues *but also* radio interviews, podcasts, public service announcements, brief presentations, etc.**
- **Criteria for selection are comprehensibility (accent, pace, minimal background noise/overlap) and relevance to a course theme and to a topic that could interest students.**
- **Materials will be reasonably chosen, but will reflect a range of cultural perspectives and linguistic features.**

AP Exam Format – Multiple Choice



Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice, Interpretive Communication				Approx. 95 minutes
Part A	Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Audio Texts			

AP Exam Format – Free Response



Section	Number of Questions	Percent of Final Score	Time
Section II: Free Response, Interpersonal and Presentational Communication			Approx. 85 minutes
Interpersonal Writing: Email Reply	1 prompt	12.5%	15 minutes
Presentational Writing: Persuasive Essay	1 prompt	12.5%	Approx. 55 minutes
Interpersonal Speaking: Conversation	5 prompts	12.5%	20 seconds for each response
Presentational Speaking: Cultural Comparison	1 prompt	12.5%	2 minutes to respond

Free-Response Item 1

E-mail Reply (Interpersonal Writing)



Directions (in English and Spanish, printed side-by-side):

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

*Your reply should include a **greeting and a closing**, as well as **respond to all the questions and requests in the message**. In your reply, **you should also ask for more details about something mentioned in the message**.*

Stimulus:

A formal e-mail message (i.e., from a business, organization, university) presented as an e-mail message window; contains a greeting and a closing; contains a request for clarification, elaboration or explanation by the student; contains two questions that cannot be answered yes/no.

Free-Response Item 2

Persuasive Essay (Presentational Writing)



Directions (in English and Spanish, printed side-by-side):

You will write a persuasive essay to submit to a Spanish-language writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then you will have 40 minutes to prepare and write your essay.

In your persuasive essay, present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and thoroughly defend it. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Free-Response Item 2 (cont'd)

Persuasive Essay (Presentational Writing)



Stimuli:

- (1) A print source (journalistic article or literary text) that presents a clear opinion on the topic; opinion is different from that of the audio source (authentic source, may be excerpted)**
- (2) A map with text, a chart or a table that presents information on the topic—this source does not have to present an opinion; it may be neutral (authentic source)**
- (3) An audio source (interview, report or announcement) that presents a clear opinion on the topic that is different from the opinion in the print source (authentic source, may be excerpted)**

Free-Response Item 3

Conversation (Interpersonal Speaking)



Directions (in English followed by Spanish):

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Stimulus:

Outline of a conversation in Spanish that contains a description of each of five utterances from the interlocutor (the recording) and each of five utterances from the student; descriptions in the outline focus on communicative functions (e.g., tell your friend what happened, make a suggestion, offer a solution, excuse yourself and say goodbye).

Free-Response Item 4

Cultural Comparison (Presentational Speaking) AP

Directions (in English followed by Spanish):

You will make an oral presentation to your class on a specific topic. You will have 4 minutes to read the topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the Spanish-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Spanish-speaking world. You should also organize your presentation clearly.

Stimulus:

There is no stimulus, only a prompt. The goals of this task are for the students to speak first about themselves and their communities (using description or explanation) and then speak of an area of the Spanish-speaking world about which they have learned something or have some personal experience (using comparison). Students are encouraged to cite examples from materials they have read, viewed and listened to; personal experiences; and observations.

Teacher Support



- Information at **Advances in AP** migrated to **Home Page** in June 2013
- **Course and Exam Description** posted on AP Central in February 2013
- **Practice Exam and Student Sample Answers** posted at Course Audit secured site in early summer 2013. Teachers need their professional account password for access.
- Beginning in summer 2013, **APsIs and one-day workshops** will focus solely on the new course and exam
- In all APsIs and one-day workshops a new **curriculum module** is being distributed: *El arte: ventana y espejo*, authored by Parthena Draggett and Laura Zinke, edited by Ann Mar
- **4 Course Planning and Pacing Guides (CPPGs)** by Ann Mar, Cathy Soud, Brian Scott, and Clarissa Adams-Fletcher are posted on AP Central

2014 AP Reading Site & Dates



**AP Spanish Language and Culture 2014 Reading
Duke Energy Center, Cincinnati Ohio
June 12-18, 2014**



Contact information

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