



## **AP<sup>®</sup> Spanish Language 2011 Scoring Guidelines**

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**AP® SPANISH LANGUAGE — 2011 INTERPERSONAL WRITING SCORING GUIDELINES**

<b>SCORE</b>	<b>DESCRIPTION</b>	<b>TASK COMPLETION / TOPIC DEVELOPMENT</b>	<b>LANGUAGE USE</b>
<b>5</b> <b>Demonstrates excellence</b>	<b>HIGH</b> A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> <li>Fully addresses and completes the task with a relevant, thorough treatment of all or almost all elements of the topic.</li> <li>Responds fully and appropriately to all or almost all parts/prompts of the writing task in a very well organized, cohesive response.</li> <li>Accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern.</li> <li>Rich, precise, idiomatic vocabulary; ease of expression.</li> <li>Excellent command of conventions of the written language (orthography, sentence structure, paragraphing and punctuation).</li> <li>Register is highly appropriate.</li> </ul>
<b>4</b> <b>Demonstrates command</b>	<b>MID-HIGH</b> A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> <li>Appropriately addresses and completes the task with a relevant, well-developed treatment of the elements of the topic.</li> <li>Responds appropriately to all or almost all parts/prompts of the writing task in a well-organized, generally cohesive response.</li> <li>Generally accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures.</li> <li>Considerable breadth of vocabulary.</li> <li>Conventions of the written language (orthography, sentence structure, paragraphing and punctuation) are generally correct.</li> <li>Register is appropriate.</li> </ul>
<b>3</b> <b>Demonstrates competence</b>	<b>MID</b> A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> <li>Addresses and completes the task with a relevant treatment of the elements of the topic.</li> <li>Responds adequately to most parts/prompts of the writing task in an organized response with adequate cohesiveness.</li> <li>Generally appropriate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Errors may occur in a variety of structures.</li> <li>Appropriate vocabulary but may have occasional interference from another language.</li> <li>May have errors in conventions of the written language (orthography, sentence structure, paragraphing and punctuation).</li> <li>Register is generally appropriate.</li> </ul>
<b>2</b> <b>Suggests lack of competence</b>	<b>MID-LOW</b> A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> <li>Partially addresses and/or completes the task but may have some irrelevant treatment of elements of the topic.</li> <li>Responds inappropriately to some parts/prompts of the writing task, and the response may have inadequate organization.</li> <li>Inaccurate social and/or cultural references may be included.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures.</li> <li>Limited vocabulary; frequent interference from another language may occur.</li> <li>Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing and punctuation) may be present.</li> <li>Register may be inappropriate.</li> </ul>
<b>1</b> <b>Demonstrates lack of competence</b>	<b>LOW</b> A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> <li>Does not complete the task and/or treatment of elements of the topic is irrelevant.</li> <li>Responds inappropriately to most parts/prompts of the writing task and/or the response may be disorganized.</li> <li>Inaccurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous grammatical errors impede communication.</li> <li>Insufficient vocabulary; constant interference from another language.</li> <li>Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing and punctuation) may interfere with written communication.</li> <li>Minimal to no attention to register.</li> </ul>
<b>0</b>	A writing sample that receives this score is a restatement of the topic, or it does not provide evidence of sufficient language to merit a score of 1.		
—	A writing sample that receives this score is blank, off task, completely irrelevant to the topic, or written in a language other than Spanish.		

**AP® SPANISH LANGUAGE — 2011 INTERPERSONAL SPEAKING SCORING GUIDELINES**

<b>SCORE</b>	<b>DESCRIPTION</b>	<b>TASK COMPLETION</b>	<b>TOPIC DEVELOPMENT</b>	<b>LANGUAGE USE</b>
<b>5</b> <b>Demonstrates excellence</b>	<b>HIGH</b> A speech sample that <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Fully addresses and completes the task.</li> <li>Responds fully and appropriately to all or almost all of the parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant, thorough treatment of all or almost all elements of the thread of the conversation.</li> <li>Very well-organized and cohesive responses.</li> <li>Accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Use and control of complex structures; very few errors, with no patterns.</li> <li>Rich vocabulary used with precision.</li> <li>High level of fluency.</li> <li>Excellent pronunciation.</li> <li>Register is highly appropriate.</li> </ul>
<b>4</b> <b>Demonstrates command</b>	<b>MID–HIGH</b> A speech sample that <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Appropriately addresses and completes the task.</li> <li>Responds appropriately to all or almost all parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant, well-developed treatment of the elements of the thread of the conversation.</li> <li>Well-organized, generally cohesive responses.</li> <li>Generally accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Use of complex structures, but may contain more than a few errors.</li> <li>Very good vocabulary.</li> <li>Very good fluency.</li> <li>Very good pronunciation.</li> <li>Register is appropriate.</li> </ul>
<b>3</b> <b>Demonstrates competence</b>	<b>MID</b> A speech sample that <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Addresses and completes the task.</li> <li>Responds adequately to most parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant treatment of the elements of the thread of the conversation.</li> <li>Organized responses with adequate cohesiveness.</li> <li>Generally appropriate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Control of simple structures, with few errors; may use complex structures with little or no control.</li> <li>Good range of vocabulary, but may have occasional interference from another language.</li> <li>Good fluency, with occasional hesitance; some successful self-correction.</li> <li>Good pronunciation.</li> <li>Register is generally appropriate.</li> </ul>
<b>2</b> <b>Suggests lack of competence</b>	<b>MID–LOW</b> A speech sample that <i>suggests lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> <li>Partially addresses and/or completes the task.</li> <li>Responds inappropriately to some parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>May have some irrelevant treatment of elements of the thread of the conversation.</li> <li>Responses may have inadequate organization/cohesiveness.</li> <li>Inaccurate social and/or cultural references may be included.</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of simple structures, with errors.</li> <li>Narrow range of vocabulary; frequent interference from another language may occur.</li> <li>Labored expression; minimal fluency.</li> <li>Fair pronunciation, which may affect comprehension.</li> <li>Register may be inappropriate.</li> </ul>
<b>1</b> <b>Demonstrates lack of competence</b>	<b>LOW</b> A speech sample that <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> <li>Does not complete the task.</li> <li>Responds inappropriately to most parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Irrelevant treatment of elements of the thread of the conversation.</li> <li>Responses may not be cohesive or may be disorganized.</li> <li>Inaccurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in use of structures.</li> <li>Few vocabulary resources; constant interference from another language.</li> <li>Little to no fluency.</li> <li>Poor pronunciation impedes comprehension.</li> <li>Minimal to no attention to register.</li> </ul>
<b>0</b>	A speech sample that receives this score does not provide evidence of sufficient language to merit a score of 1, or it is a restatement of what the interlocutor has said or of what is written on the exam.			
—	A speech sample that receives this score is blank (the microphone is on and there is no response), completely irrelevant to the topic, or spoken in a language other than Spanish.			

**AP® SPANISH LANGUAGE — 2011 PRESENTATIONAL WRITING SCORING GUIDELINES**

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
<b>5</b> <b>Demonstrates excellence</b>	<b>HIGH</b> A writing sample that <i>demonstrates excellence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> <li>Fully addresses and completes the task.</li> <li>Refers to and integrates well all sources into the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is relevant and thorough.</li> <li>Essay is very well organized and cohesive.</li> <li>All or almost all information is accurate.</li> <li>Synthesis of information significantly outweighs summary or mere citations.</li> <li>Accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern.</li> <li>Rich, precise, idiomatic vocabulary; ease of expression.</li> <li>Excellent command of conventions of the written language (orthography, sentence structure, paragraphing and punctuation).</li> <li>Register is highly appropriate.</li> </ul>
<b>4</b> <b>Demonstrates command</b>	<b>MID-HIGH</b> A writing sample that <i>demonstrates command</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> <li>Appropriately addresses and completes the task.</li> <li>Refers to and integrates all sources into the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is relevant and well developed.</li> <li>Essay is well organized and generally cohesive.</li> <li>Information is generally accurate.</li> <li>Synthesis of information outweighs summary or mere citations.</li> <li>Generally accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures.</li> <li>Considerable breadth of vocabulary.</li> <li>Conventions of the written language (orthography, sentence structure, paragraphing and punctuation) are generally correct.</li> <li>Register is appropriate.</li> </ul>
<b>3</b> <b>Demonstrates competence</b>	<b>MID</b> A writing sample that <i>demonstrates competence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> <li>Addresses and completes the task.</li> <li>Refers to most if not all of the sources in the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is relevant.</li> <li>Essay is organized, with adequate cohesiveness.</li> <li>Information is generally accurate, although there may be some inaccuracy or lack of precision.</li> <li>Summary or mere citations of information may outweigh synthesis.</li> <li>Generally appropriate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Errors may occur in a variety of structures.</li> <li>Appropriate vocabulary, but may have occasional interference from another language.</li> <li>May have errors in conventions of the written language (orthography, sentence structure, paragraphing and punctuation).</li> <li>Register is generally appropriate.</li> </ul>
<b>2</b> <b>Suggests lack of competence</b>	<b>MID-LOW</b> A writing sample that <i>suggests lack of competence</i> in Presentational Writing can be described as the following:	<ul style="list-style-type: none"> <li>Partially addresses and/or completes the task.</li> <li>May only refer to some but not all of the sources in the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic may be somewhat irrelevant.</li> <li>Essay may be inadequately organized.</li> <li>Information may be limited or inaccurate.</li> <li>There is little synthesis of the information.</li> <li>Inaccurate social and/or cultural references may be included.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures.</li> <li>Limited vocabulary; frequent interference from another language may occur.</li> <li>Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing and punctuation) may be present.</li> <li>Register may be inappropriate.</li> </ul>
<b>1</b> <b>Demonstrates lack of competence</b>	<b>LOW</b> A writing sample that <i>demonstrates lack of competence</i> in Presentational Writing can be described as the following:	<ul style="list-style-type: none"> <li>Does not complete the task.</li> <li>Refers poorly to only one or two of the sources in the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is somewhat irrelevant.</li> <li>Essay may be disorganized.</li> <li>Information is very limited and mainly inaccurate.</li> <li>There may be no synthesis of information.</li> <li>Inaccurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous grammatical errors impede communication.</li> <li>Insufficient vocabulary; constant interference from another language.</li> <li>Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing and punctuation) may interfere with written communication.</li> <li>Minimal to no attention to register.</li> </ul>
<b>0</b>	An essay that receives this score does not provide evidence of sufficient language to merit a score of 1, or it is a restatement or rewriting of the topic or information in the sources.			
—	An essay that receives this score is blank, off task, completely irrelevant to the topic, or written in a language other than Spanish.			

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<b>SCORE</b>	<b>DESCRIPTION</b>	<b>TASK COMPLETION</b>	<b>TOPIC DEVELOPMENT</b>	<b>LANGUAGE USE</b>
<b>5</b> <b>Demonstrates excellence</b>	<b>HIGH</b> A speech sample that <i>demonstrates excellence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Fully addresses and completes the task.</li> <li>Refers to and integrates well both sources into the oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is relevant and thorough.</li> <li>Response is very well organized and cohesive.</li> <li>All or almost all information is accurate.</li> <li>Comparison and contrast of information significantly outweighs summary or mere quotations.</li> <li>Accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Use and control of complex structures; very few errors, with no patterns.</li> <li>Rich vocabulary used with precision.</li> <li>High level of fluency.</li> <li>Excellent pronunciation.</li> <li>Register is highly appropriate.</li> </ul>
<b>4</b> <b>Demonstrates command</b>	<b>MID-HIGH</b> A speech sample that <i>demonstrates command</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Appropriately addresses and completes the task.</li> <li>Refers to and integrates both sources into the oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is relevant and well developed.</li> <li>Response is well organized and generally cohesive.</li> <li>Information is generally accurate.</li> <li>Comparison and contrast of information outweighs summary or mere quotations.</li> <li>Generally accurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Use of complex structures, but may contain more than a few errors.</li> <li>Very good vocabulary.</li> <li>Very good fluency.</li> <li>Very good pronunciation.</li> <li>Register is appropriate.</li> </ul>
<b>3</b> <b>Demonstrates competence</b>	<b>MID</b> A speech sample that <i>demonstrates competence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Addresses and completes the task.</li> <li>Integrates one of the sources into the oral presentation, with some or little reference to the other source.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is relevant.</li> <li>Response is organized, with adequate cohesiveness.</li> <li>Information is generally accurate, although there may be some inaccuracy or lack of precision.</li> <li>Summary or mere quotations of information may outweigh comparison and contrast.</li> <li>Generally appropriate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Control of simple structures, with few errors; may use complex structures with little or no control.</li> <li>Good range of vocabulary, but may have occasional interference from another language.</li> <li>Good fluency with occasional hesitance; some successful self-correction.</li> <li>Good pronunciation.</li> <li>Register is generally appropriate.</li> </ul>
<b>2</b> <b>Suggests lack of competence</b>	<b>MID-LOW</b> A speech sample that <i>suggests lack of competence</i> in Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> <li>Partially addresses and/or partially completes the task.</li> <li>May refer to only one of the sources in the oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic may be somewhat irrelevant.</li> <li>Response may have inadequate organization/cohesiveness.</li> <li>Information may be limited or inaccurate.</li> <li>There is little comparison and contrast of information.</li> <li>Inaccurate social and/or cultural references may be included.</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of simple structures, with errors.</li> <li>Narrow range of vocabulary; frequent interference from another language may occur.</li> <li>Labored expression; minimal fluency.</li> <li>Fair pronunciation, which may affect comprehension.</li> <li>Register may be inappropriate.</li> </ul>
<b>1</b> <b>Demonstrates lack of competence</b>	<b>LOW</b> A speech sample that <i>demonstrates lack of competence</i> in Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> <li>Does not complete the task.</li> <li>Refers poorly to only one of the sources in the oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Treatment of the topic is somewhat irrelevant.</li> <li>Response may not be cohesive or may be disorganized.</li> <li>Information is very limited and mainly inaccurate.</li> <li>There may be no comparison and contrast of information.</li> <li>Inaccurate social and/or cultural references included.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in use of structures.</li> <li>Few vocabulary resources; constant interference from another language.</li> <li>Little to no fluency.</li> <li>Poor pronunciation impedes comprehension.</li> <li>Minimal to no attention to register.</li> </ul>
<b>0</b>	A speech sample that receives this score does not provide evidence of sufficient language to merit a score of 1, or it is a restatement of the topic or the information in the sources.			
—	A speech sample that receives this score is blank (the microphone is on and there is no response), off task, completely irrelevant to the topic, or spoken in a language other than Spanish.			