AP

AP® Spanish Language
2013 Scoring Guidelines

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CollegeBoard

AP® SPANISH LANGUAGE—2013 INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION / TOPIC DEVELOPMENT	LANGUAGE USE
5 **Demonstrates excellence**	**HIGH** A writing sample that *demonstrates excellence* in Interpersonal Writing accomplishes the following:	• Fully addresses and completes the task with a relevant, thorough treatment of all or almost all elements of the topic. • Responds fully and appropriately to all or almost all of parts/prompts of the writing task in a very well organized, cohesive response. • Accurate social and/or cultural references are included.	• Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern. • Rich, precise, idiomatic vocabulary; ease of expression. • Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation). • Register is highly appropriate.
4 **Demonstrates command**	**MID–HIGH** A writing sample that *demonstrates command* in Interpersonal Writing accomplishes the following:	• Appropriately addresses and completes the task with a relevant, well-developed treatment of the elements of the topic. • Responds appropriately to all or almost all parts/prompts of the writing task in a well-organized, generally cohesive response. • Generally accurate social and/or cultural references are included.	• 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. • Considerable breadth of vocabulary. • Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct. • Register is appropriate.
3 **Demonstrates competence**	**MID** A writing sample that *demonstrates competence* in Interpersonal Writing accomplishes the following:	• Addresses and completes the task with a relevant treatment of the elements of the topic. • Responds adequately to most parts/prompts of the writing task in an organized response with adequate cohesiveness. • Generally appropriate social and/or cultural references are included.	• Errors may occur in a variety of structures. • Appropriate vocabulary but may have occasional interference from another language. • May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation). • Register is generally appropriate.
2 **Suggests lack of competence**	**MID–LOW** A writing sample that *suggests lack of competence* in Interpersonal Writing can be described as the following:	• Partially addresses and/or completes the task but may have some irrelevant treatment of elements of the topic. • Responds inappropriately to some parts/prompts of the writing task and may have inadequate organization. • Inaccurate social and/or cultural references may be included.	• Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures. • Limited vocabulary; frequent interference from another language may occur. • Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present. • Register may be inappropriate.
1 **Demonstrates lack of competence**	**LOW** A writing sample that *demonstrates lack of competence* in Interpersonal Writing can be described as the following:	• Does not complete the task, and/or treatment of elements of the topic is irrelevant. • Responds inappropriately to most parts/prompts of the writing task, and/or the response may be disorganized. • Inaccurate social and/or cultural references are included.	• Numerous grammatical errors impede communication. • Insufficient vocabulary; constant interference from another language. • Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication. • Minimal to no attention to register.
0	A writing sample that receives this score is a restatement of the topic, does not provide evidence of sufficient language to merit a score of 1, is completely irrelevant to the topic, or is written in a language other than Spanish.		
—	A writing sample that receives this score is blank.		

AP® SPANISH LANGUAGE—2013 PRESENTATIONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 **Demonstrates excellence**	**HIGH** A writing sample that *demonstrates excellence* in Presentational Writing accomplishes the following:	• Fully addresses and completes the task. • Refers to all sources and integrates them well into the essay.	• Treatment of the topic is relevant and thorough. • Essay is very well organized and cohesive. • All or almost all information is accurate. • Synthesis of information significantly outweighs summary or mere citations. • Accurate social and/or cultural references are included.	• Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern. • Rich, precise, idiomatic vocabulary; ease of expression. • Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation). • Register is highly appropriate.
4 **Demonstrates command**	**MID–HIGH** A writing sample that *demonstrates command* in Presentational Writing accomplishes the following:	• Appropriately addresses and completes the task. • Refers to all sources and integrates them into the essay.	• Treatment of the topic is relevant and well developed. • Essay is well organized and generally cohesive. • Information is generally accurate. • Synthesis of information outweighs summary or mere citations. • Generally accurate social and/or cultural references are included.	• 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. • Considerable breadth of vocabulary. • Generally correct conventions of the written language (orthography, sentence structure, paragraphing, and punctuation). • Register is appropriate.
3 **Demonstrates competence**	**MID** A writing sample that *demonstrates competence* in Presentational Writing accomplishes the following:	• Addresses and completes the task. • Refers to most if not all sources.	• Treatment of the topic is relevant. • Essay is organized, with adequate cohesiveness. • Information is generally accurate, although there may be some inaccuracy or lack of precision. • Summary or mere citations of information may outweigh synthesis. • Generally appropriate social and/or cultural references are included.	• Errors may occur in a variety of structures. • Appropriate vocabulary but may have occasional interference from another language. • May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation). • Register is generally appropriate.
2 **Suggests lack of competence**	**MID–LOW** A writing sample that *suggests lack of competence* in Presentational Writing can be described as the following:	• Partially addresses and/or completes the task. • May refer to only some but not all of the sources.	• Treatment of the topic may be somewhat irrelevant. • Essay may be inadequately organized. • Information may be limited or inaccurate. • There is little synthesis of the information. • Inaccurate social and/or cultural references may be included.	• Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures. • Limited vocabulary; frequent interference from another language may occur. • Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present. • Register may be inappropriate.
1 **Demonstrates lack of competence**	**LOW** A writing sample that *demonstrates lack of competence* in Presentational Writing can be described as the following:	• Does not complete the task. • Refers poorly to only one or two of the sources.	• Treatment of the topic is somewhat irrelevant. • Essay may be disorganized. • Information is very limited and mainly inaccurate. • There may be no synthesis of information. • Inaccurate social and/or cultural references are included.	• Numerous grammatical errors impede communication. • Insufficient vocabulary; constant interference from another language. • Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication. • Minimal to no attention to register.
0	A writing sample that receives this score is a restatement of the topic, does not provide evidence of sufficient language to merit a score of 1, is completely irrelevant to the topic, or is written in a language other than Spanish.			
—	A writing sample that receives this score is blank.			

AP® SPANISH LANGUAGE—2013 INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 **Demonstrates excellence**	**HIGH** A speech sample that *demonstrates excellence* in Interpersonal Speaking accomplishes the following:	• Fully addresses and completes the task. • Responds fully and appropriately to all or almost all parts/prompts of the conversation.	• Relevant, thorough treatment of all or almost all elements of the thread of the conversation. • Very well-organized and cohesive responses. • Accurate social and/or cultural references are included.	• Use and control of complex structures; very few errors, with no patterns. • Rich vocabulary used with precision. • High level of fluency. • Excellent pronunciation. • Register is highly appropriate.
4 **Demonstrates command**	**MID–HIGH** A speech sample that *demonstrates command* in Interpersonal Speaking accomplishes the following:	• Appropriately addresses and completes the task. • Responds appropriately to all or almost all parts/prompts of the conversation.	• Relevant, well-developed treatment of the elements of the thread of the conversation. • Well-organized, generally cohesive responses. • Generally accurate social and/or cultural references are included.	• Use of complex structures, but may contain more than a few errors. • Very good vocabulary. • Very good fluency. • Very good pronunciation. • Register is appropriate.
3 **Demonstrates competence**	**MID** A speech sample that *demonstrates competence* in Interpersonal Speaking accomplishes the following:	• Addresses and completes the task. • Responds adequately to most parts/prompts of the conversation.	• Relevant treatment of the elements of the thread of the conversation. • Organized responses with adequate cohesiveness. • Generally appropriate social and/or cultural references are included.	• Control of simple structures, with few errors; may use complex structures with little or no control. • Good range of vocabulary, but may have occasional interference from another language. • Good fluency, with occasional hesitance; some successful self-correction. • Good pronunciation. • Register is generally appropriate.
2 **Suggests lack of competence**	**MID–LOW** A speech sample that *suggests lack of competence* in Interpersonal Speaking can be described as the following:	• Partially addresses and/or completes the task. • Responds inappropriately to some parts/prompts of the conversation.	• May have some irrelevant treatment of elements of the thread of the conversation. • Responses may have inadequate organization/cohesiveness. • Inaccurate social and/or cultural references may be included.	• Limited control of simple structures, with errors. • Narrow range of vocabulary; frequent interference from another language may occur. • Labored expression; minimal fluency. • Fair pronunciation that may affect comprehension. • Register may be inappropriate.
1 **Demonstrates lack of competence**	**LOW** A speech sample that *demonstrates lack of competence* in Interpersonal Speaking can be described as the following:	• Does not complete the task. • Responds inappropriately to most parts/prompts of the conversation.	• Irrelevant treatment of elements of the thread of the conversation. • Responses may not be cohesive or may be disorganized. • Inaccurate social and/or cultural references are included.	• Frequent errors in use of structures. • Few vocabulary resources; constant interference from another language. • Little to no fluency. • Poor pronunciation that impedes comprehension. • Minimal to no attention to register.
0	A speech sample that receives this score does not provide evidence of sufficient language to merit a score of 1, is a restatement of what the interlocutor has said or of what is written on the exam, is completely irrelevant to the topic, or is spoken in a language other than Spanish.			
—	A speech sample that receives this score is blank (the microphone is on and there is no response).			

AP® SPANISH LANGUAGE—2013 PRESENTATIONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	**HIGH** A speech sample that *demonstrates excellence* in Presentational Speaking accomplishes the following:	• Fully addresses and completes the task. • Refers to both sources and integrates them well into the oral presentation.	• Treatment of the topic is relevant and thorough. • Response is very well organized and cohesive. • All or almost all information is accurate. • Comparison and contrast of information significantly outweighs summary or mere quotations. • Accurate social and/or cultural references are included.	• Use and control of complex structures; very few errors, with no patterns. • Rich vocabulary used with precision. • High level of fluency. • Excellent pronunciation. • Register is highly appropriate.
4 Demonstrates command	**MID-HIGH** A speech sample that *demonstrates command* in Presentational Speaking accomplishes the following:	• Appropriately addresses and completes the task. • Refers to both sources and integrates them into the oral presentation.	• Treatment of the topic is relevant and well developed. • Response is well organized and generally cohesive. • Information is generally accurate. • Comparison and contrast of information outweighs summary or mere quotations. • Generally accurate social and/or cultural references are included.	• Use of complex structures, but may contain more than a few errors. • Very good vocabulary. • Very good fluency. • Very good pronunciation. • Register is appropriate.
3 Demonstrates competence	**MID** A speech sample that *demonstrates competence* in Presentational Speaking accomplishes the following:	• Addresses and completes the task. • Integrates one of the sources into the oral presentation, with some or little reference to the other source.	• Treatment of the topic is relevant. • Response is organized, with adequate cohesiveness. • Information is generally accurate, although there may be some inaccuracy or lack of precision. • Summary or mere quotations of information may outweigh comparison and contrast. • Generally appropriate social and/or cultural references are included.	• Control of simple structures, with few errors; may use complex structures with little or no control. • Good range of vocabulary, but may have occasional interference from another language. • Good fluency with occasional hesitance; some successful self-correction. • Good pronunciation. • Register is generally appropriate.
2 Suggests lack of competence	**MID-LOW** A speech sample that *suggests lack of competence* in Presentational Speaking can be described as the following:	• Partially addresses and/or partially completes the task. • May refer to only one of the sources.	• Treatment of the topic may be somewhat irrelevant. • Response may have inadequate organization/cohesiveness. • Information may be limited or inaccurate. • There is little comparison and contrast of information. • Inaccurate social and/or cultural references may be included.	• Limited control of simple structures, with errors. • Narrow range of vocabulary; frequent interference from another language may occur. • Labored expression; minimal fluency. • Fair pronunciation that may affect comprehension. • Register may be inappropriate.
1 Demonstrates lack of competence	**LOW** A speech sample that *demonstrates lack of competence* in Presentational Speaking can be described as the following:	• Does not complete the task. • Refers poorly to only one of the sources.	• Treatment of the topic is somewhat irrelevant. • Response may not be cohesive or may be disorganized. • Information is very limited and mainly inaccurate. • There may be no comparison and contrast of information. • Inaccurate social and/or cultural references are included.	• Frequent errors in use of structures. • Few vocabulary resources; constant interference from another language. • Little to no fluency. • Poor pronunciation impedes comprehension. • Minimal to no attention to register.
0	A speech sample that receives this score does not provide evidence of sufficient language to merit a score of 1, is a restatement of the topic or the information in the sources, is completely irrelevant to the topic, or is spoken in a language other than Spanish.			
—	A speech sample that receives this score is blank (the microphone is on and there is no response)			