

AP® SPANISH LANGUAGE—2013 INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION / TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>suggests lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all parts/prompts of the conversation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task. Responds appropriately to all or almost all parts/prompts of the conversation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task. Responds adequately to most parts/prompts of the conversation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>suggests lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task. Responds inappropriately to some parts/prompts of the conversation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> Does not complete the task. Responds inappropriately to most parts/prompts of the conversation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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).			