AP® Spanish Language
Writing and Speaking Scoring Guidelines

Note: these guidelines are in 8-1/2 x 14 format

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<table>
<thead>
<tr>
<th>SCORE</th>
<th>DESCRIPTION</th>
<th>TASK COMPLETION*</th>
<th>TOPIC DEVELOPMENT*</th>
<th>LANGUAGE USE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrates excellence</td>
<td>• Fully addresses and completes the task • Responds fully and appropriately to all or almost all of the parts/prompts of the writing task</td>
<td>• Relevant, thorough treatment of all/almost all elements of the topic • Very well-organized, cohesive response • Accurate social and/or cultural references included</td>
<td>• 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</td>
</tr>
<tr>
<td>4</td>
<td>MID-HIGH Demonstrates command</td>
<td>• Appropriately addresses and completes the task • Responds appropriately to all or almost all of the parts/prompts of the writing task</td>
<td>• Relevant, well-developed treatment of the elements of the topic • Well-organized, generally cohesive response • Generally accurate social and/or cultural references included</td>
<td>• 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</td>
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<tr>
<td>3</td>
<td>MID Demonstrates competence</td>
<td>• Addresses and completes the task • Responds adequately to most parts/prompts of the writing task</td>
<td>• Relevant treatment of the elements of the topic • Organized response with adequate cohesiveness • Generally appropriate social and/or cultural references included</td>
<td>• 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</td>
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<tr>
<td>2</td>
<td>MID-LOW Suggests lack of competence</td>
<td>• Partially addresses and/or completes the task • Responds inappropriately to some parts/prompts of the writing task</td>
<td>• May have some irrelevant treatment of elements of the topic • Response may have inadequate organization • Inaccurate social and/or cultural references may be included</td>
<td>• 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</td>
</tr>
<tr>
<td>1</td>
<td>LOW Demonstrates lack of competence</td>
<td>• Does not complete the task • Responds inappropriately to most parts/prompts of the writing task</td>
<td>• Irrelevant treatment of elements of the topic • Response may be disorganized • Inaccurate social and/or cultural references included</td>
<td>• 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</td>
</tr>
<tr>
<td>0</td>
<td>A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic.</td>
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* Scores may be lowered on a writing sample of fewer than 60 words.
<table>
<thead>
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</thead>
</table>
| 5     | Demonstrates excellence | - Fully addresses and completes the task  
- Refers to and integrates well all sources 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 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 | - Appropriately addresses and completes the task  
- Refers to and integrates all sources 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 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 | - Addresses and completes the task  
- Refers to most if not all of the sources in the essay | - 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 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 | - Partially addresses and/or completes the task  
- May only refer to some but not all of the sources in the essay | - 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 | - Does not complete the task  
- Refers poorly to only one or two of the sources in the essay | - 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 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     | An essay that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement or rewriting of the topic or information in the sources. | - | | |

* Scores may be lowered on an essay of fewer than 200 words.
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<th>TOPIC DEVELOPMENT</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrates excellence</td>
<td>• Fully addresses and completes the task&lt;br&gt;• Responds fully and appropriately to all or almost all of the parts/prompts of the conversation</td>
<td>• Relevant, thorough treatment of all/almost all elements of the thread of the conversation&lt;br&gt;• Very well-organized and cohesive responses&lt;br&gt;• Accurate social and/or cultural references included</td>
<td>• Use and control of complex structures; very few errors with no patterns&lt;br&gt;• Rich vocabulary used with precision&lt;br&gt;• High level of fluency&lt;br&gt;• Excellent pronunciation&lt;br&gt;• Register is highly appropriate</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates command</td>
<td>• Appropriately addresses and completes the task&lt;br&gt;• Responds appropriately to all or almost all of the parts/prompts of the conversation</td>
<td>• Relevant, well-developed treatment of the elements of the thread of the conversation&lt;br&gt;• Well-organized, generally cohesive responses&lt;br&gt;• Generally accurate social and/or cultural references included</td>
<td>• Use of complex structures, but may contain more than a few errors&lt;br&gt;• Very good vocabulary&lt;br&gt;• Very good fluency&lt;br&gt;• Very good pronunciation&lt;br&gt;• Register is appropriate</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates competence</td>
<td>• Addresses and completes the task&lt;br&gt;• Responds adequately to most parts/prompts of the conversation</td>
<td>• Relevant treatment of the elements of the thread of the conversation&lt;br&gt;• Organized responses with adequate cohesiveness&lt;br&gt;• Generally appropriate social and/or cultural references included</td>
<td>• Control of simple structures, with few errors; may use complex structures with little or no control&lt;br&gt;• Good range of vocabulary, but may have occasional interference from another language&lt;br&gt;• Good fluency with occasional hesitance; some successful self-correction&lt;br&gt;• Good pronunciation&lt;br&gt;• Register is generally appropriate</td>
</tr>
<tr>
<td>2</td>
<td>Suggests lack of competence</td>
<td>• Partially addresses and/or completes the task&lt;br&gt;• Responds inappropriately to some parts/prompts of the conversation</td>
<td>• May have some irrelevant treatment of elements of the thread of the conversation&lt;br&gt;• Responses may have inadequate organization/cohesiveness&lt;br&gt;• Inaccurate social and/or cultural references may be included</td>
<td>• Limited control of simple structures, with errors&lt;br&gt;• Narrow range of vocabulary; frequent interference from another language may occur&lt;br&gt;• Labored expression; minimal fluency&lt;br&gt;• Fair pronunciation, which may affect comprehension&lt;br&gt;• Register may be inappropriate</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates lack of competence</td>
<td>• Does not complete the task&lt;br&gt;• Responds inappropriately to most parts/prompts of the conversation</td>
<td>• Irrelevant treatment of elements of the thread of the conversation&lt;br&gt;• Responses may not be cohesive or may be disorganized&lt;br&gt;• Inaccurate social and/or cultural references included</td>
<td>• Frequent errors in use of structures&lt;br&gt;• Few vocabulary resources; constant interference from another language&lt;br&gt;• Little to no fluency&lt;br&gt;• Poor pronunciation impedes comprehension&lt;br&gt;• Minimal to no attention to register</td>
</tr>
<tr>
<td>0</td>
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<td></td>
<td>A speech sample that receives this score may be blank or nearly blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, a mere verbatim restatement of what the interlocutor has said or what is written on the exam, or may not provide evidence of sufficient language to evaluate the conversation.</td>
</tr>
<tr>
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| 5     | Demonstrates excellence | • Fully addresses and completes the task  
• Refers to and integrates well both sources 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 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 | • Appropriately addresses and completes the task  
• Refers to and integrates both sources 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 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 | • 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 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 | • Partially addresses and/or completes the task  
• May refer to only one of the sources in the oral presentation  
• 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  
• LABORATORY expression; minimal fluency  
• Fair pronunciation, which may affect comprehension  
• Register may be inappropriate |  |
| 1     | Demonstrates lack of competence | • Does not complete the task  
• Refers poorly to only one of the sources in the oral presentation  
• 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 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 may be blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, or a mere restatement of the topic or the information in the sources. |  |  |  |

* Scores may be lowered for a response of less than one minute.