



## **AP<sup>®</sup> Spanish Language 2007 Writing and Speaking Scoring Guidelines (Form B)**

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

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**2007 AP® SPANISH LANGUAGE—INTERPERSONAL WRITING 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 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</li> <li>• Responds fully and appropriately to all or almost all of the parts/prompts of the writing task</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant, thorough treatment of all/almost all elements of the topic</li> <li>• 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</li> <li>• Responds appropriately to all or almost all of the parts/prompts of the writing task</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant, well-developed treatment of the elements of the topic</li> <li>• 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</li> <li>• Responds adequately to most parts/prompts of the writing task</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant treatment of the elements of the topic</li> <li>• 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</li> <li>• Responds inappropriately to some parts/prompts of the writing task</li> </ul>	<ul style="list-style-type: none"> <li>• May have some irrelevant treatment of elements of the topic</li> <li>• 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</li> <li>• Responds inappropriately to most parts/prompts of the writing task</li> </ul>	<ul style="list-style-type: none"> <li>• Irrelevant treatment of elements of the topic</li> <li>• 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 may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic.			

\* Scores may be lowered on a writing sample of fewer than 60 words.

**2007 AP® SPANISH LANGUAGE—PRESENTATIONAL WRITING 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 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 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.

**2007 AP<sup>®</sup> SPANISH LANGUAGE—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/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 of the 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 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 <b>conversation</b> .			

**2007 AP® SPANISH LANGUAGE—PRESENTATIONAL 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 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 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 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.