



AP[®] Spanish Language 2008 Writing and Speaking Scoring Guidelines Form B

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

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

© 2008 The College Board. All rights reserved. College Board, AP Central, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: www.collegeboard.com/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.com.

AP Central is the online home for AP teachers: apcentral.collegeboard.com.

2008 AP® SPANISH LANGUAGE—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 Responds fully and appropriately to all or almost all of the parts/prompts of the writing task | <ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references 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 Responds appropriately to all or almost all of the parts/prompts of the writing task | <ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references 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 Responds adequately to most parts/prompts of the writing task | <ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references 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 follows: | <ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task | <ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response 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 follows: | <ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task | <ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references 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 may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic; or, it may not provide sufficient language to evaluate. | | | |

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

2008 AP® SPANISH LANGUAGE—PRESENTATIONAL WRITING SCORING GUIDELINES

| SCORE | DESCRIPTION | TASK COMPLETION* | TOPIC DEVELOPMENT* | LANGUAGE USE* |
|--|---|---|--|--|
| 5 Demonstrates excellence | HIGH A writing sample that <i>demonstrates excellence</i> in Presentational Writing accomplishes the following: | <ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well all sources into the essay | <ul style="list-style-type: none"> 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 | <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 Presentational Writing accomplishes the following: | <ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates all sources into the essay | <ul style="list-style-type: none"> 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 | <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 Presentational Writing accomplishes the following: | <ul style="list-style-type: none"> Addresses and completes the task Refers to most if not all of the sources in the essay | <ul style="list-style-type: none"> 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 | <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 Presentational Writing can be described as follows: | <ul style="list-style-type: none"> Partially addresses and/or completes the task May only refer to some but not all of the sources in the essay | <ul style="list-style-type: none"> 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 | <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 Presentational Writing can be described as follows: | <ul style="list-style-type: none"> Does not complete the task Refers poorly to only one or two of the sources in the essay | <ul style="list-style-type: none"> 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 | <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 | 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; or, it may not provide sufficient language to evaluate the writing sample. | | | |

* Scores may be lowered on an essay of fewer than 200 words.

2008 AP® SPANISH LANGUAGE—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 of the parts/prompts of the conversation | <ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the thread of the conversation Very well-organized and cohesive responses Accurate social and/or cultural references 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 of the 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 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 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 follows: | <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, which 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 follows: | <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 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 impedes comprehension Minimal to no attention to register |
| 0 | 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 of what is written on the exam; or, it may not provide sufficient language to evaluate the conversation. | | | |

2008 AP® SPANISH LANGUAGE—PRESENTATIONAL SPEAKING SCORING GUIDELINES

| SCORE | DESCRIPTION | TASK COMPLETION* | TOPIC DEVELOPMENT* | LANGUAGE USE* |
|--|--|---|--|---|
| 5 Demonstrates excellence | HIGH A speech sample that <i>demonstrates excellence</i> in Presentational Speaking accomplishes the following: | <ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well both sources into the oral presentation | <ul style="list-style-type: none"> 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 | <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 Presentational Speaking accomplishes the following: | <ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates both sources into the oral presentation | <ul style="list-style-type: none"> 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 | <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 Presentational Speaking accomplishes the following: | <ul style="list-style-type: none"> Addresses and completes the task Integrates one of the sources into the oral presentation, with some or little reference to the other source | <ul style="list-style-type: none"> 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 | <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 Presentational Speaking can be described as follows: | <ul style="list-style-type: none"> Partially addresses and/or completes the task May refer to only one of the sources in the oral presentation | <ul style="list-style-type: none"> 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 | <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, which may affect comprehension Register may be inappropriate |
| 1 Demonstrates lack of competence | LOW A speech sample that <i>demonstrates lack of competence</i> in Presentational Speaking can be described as follows: | <ul style="list-style-type: none"> Does not complete the task Refers poorly to only one of the sources in the oral presentation | <ul style="list-style-type: none"> 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 | <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 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 of the information in the sources; or, it may not provide sufficient language to evaluate the narration. | | | |

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