### AP® SPANISH LANGUAGE — 2012 INTERPERSONAL WRITING SCORING GUIDELINES

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<tr>
<th>SCORE</th>
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<th>TASK COMPLETION/TOPIC DEVELOPMENT</th>
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</table>
| **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 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) may be present.  
- 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 — 2012 INTERPERSONAL SPEAKING SCORING GUIDELINES

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| 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 included.  
• Use and control of complex structures; very few errors, with no patterns.  
• Rich vocabulary used with precision.  
• High level of fluency.  
• Excellent pronunciation.  
• Highly appropriate register. |
| 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 included.  
• Use of complex structures, but may contain more than a few errors.  
• Very good vocabulary.  
• Very good fluency.  
• Very good pronunciation.  
• Appropriate register. |
| 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 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.  
• Generally appropriate register. |
| 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, which 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 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). |

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| 5     | **HIGH** Demonstrates excellence | • Fully addresses and completes the task.  
       | A writing sample that demonstrates excellence in Presentational Writing accomplishes the following: | • Treatment of the topic is relevant and thorough.  
       | • Refers to all sources and integrates them well into the essay. | • Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern.  
       | | • 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. | • Rich, precise, idiomatic vocabulary; ease of expression.  
       | | | • Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation).  
       | | | • Highly appropriate register. |
| 4     | **MID–HIGH** Demonstrates command | • Appropriately addresses and completes the task.  
       | A writing sample that demonstrates command in Presentational Writing accomplishes the following: | • Treatment of the topic is relevant and well developed.  
       | • Refers to all sources and integrates them into the essay. | • 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.  
       | | • 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. | • Considerable breadth of vocabulary.  
       | | | • Generally correct conventions of the written language (orthography, sentence structure, paragraphing, and punctuation).  
       | | | • Appropriate register. |
| 3     | **MID** Demonstrates competence | • Addresses and completes the task.  
       | A writing sample that demonstrates competence in Presentational Writing accomplishes the following: | • Treatment of the topic is relevant.  
       | • Refers to most if not all sources. | • Errors may occur in a variety of structures.  
       | | • 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. | • Appropriate vocabulary, but may have occasional interference from another language.  
       | | | • 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 is generally appropriate. |
| 2     | **MID–LOW** Suggests lack of competence | • Partially addresses and/or completes the task.  
       | A writing sample that suggests lack of competence in Presentational Writing can be described as the following: | • Treatment of the topic may be somewhat irrelevant.  
       | • May refer to only some but not all of the sources. | • Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures.  
       | | • 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. | • 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     | **LOW** Demonstrates lack of competence | • Does not complete the task.  
       | A writing sample that demonstrates lack of competence in Presentational Writing can be described as the following: | • Treatment of the topic is somewhat irrelevant.  
       | • Refers poorly to only one or two of the sources. | • Numerous grammatical errors impede communication.  
       | | • 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. | • 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.  
<pre><code>   | | | • Minimal to no attention to register. |
</code></pre>
<p>| 0     | | | | An essay that receives this score does not provide evidence of sufficient language to merit a score of 1, is a restatement or rewriting of the topic or information in the sources, is completely irrelevant to the topic, or is written in a language other than Spanish. |
| —     | | | | An essay that receives this score is blank. |</p>
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| 5     | Demonstrates excellence | • 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 outweigh 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.  
      |               | • Highly appropriate register.  |
| 4     | Demonstrates command | • 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 outweigh 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.  
      |               | • Appropriate register.  |
| 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 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 hesitation; some successful self-correction.  
      |               | • Good pronunciation.  
      |               | • Generally appropriate register.  |
| 2     | Suggests lack of competence | • 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, 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.  
      |               | • 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     | Demonstrates lack of competence | • 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).  |