AP® Spanish Language
2013 Scoring Guidelines

The College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. 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.

© 2013 The College Board. College Board, Advanced Placement Program, AP, SAT and the acorn logo are registered trademarks of the College Board. All other products and services may be trademarks of their respective owners.

Visit the College Board on the Web: www.collegeboard.org.
AP Central is the official online home for the AP Program: apcentral.collegeboard.org.

AP® SPANISH LANGUAGE—2013 INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION / TOPIC DEVELOPMENT	LANGUAGE USE
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 of 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). • 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.		

©2013 The College Board.
Visit the College Board on the Web: www.collegeboard.org.

AP® SPANISH LANGUAGE—2013 PRESENTATIONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 **Demonstrates excellence**	**HIGH** A writing sample that ***demonstrates excellence*** in Presentational Writing accomplishes the following:	• Fully addresses and completes the task. • Refers to all sources and integrates them well 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 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 Presentational Writing accomplishes the following:	• Appropriately addresses and completes the task. • Refers to all sources and integrates them 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 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. • Generally correct conventions of the written language (orthography, sentence structure, paragraphing, and punctuation). • Register is appropriate.
3 **Demonstrates competence**	**MID** A writing sample that ***demonstrates competence*** in Presentational Writing accomplishes the following:	• Addresses and completes the task. • Refers to most if not all sources.	• 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 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). • Register is generally appropriate.
2 **Suggests lack of competence**	**MID–LOW** A writing sample that ***suggests lack of competence*** in Presentational Writing can be described as the following:	• Partially addresses and/or completes the task. • May refer to only some but not all of the sources.	• 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**	**LOW** A writing sample that ***demonstrates lack of competence*** in Presentational Writing can be described as the following:	• Does not complete the task. • Refers poorly to only one or two of the sources.	• 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 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.			

©2013 The College Board.
Visit the College Board on the Web: www.collegeboard.org.

AP® SPANISH LANGUAGE—2013 INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
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 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. • Register is highly appropriate.
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 are 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**	**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 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 hesitance; some successful self-correction. • Good pronunciation. • Register is generally appropriate.
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 that 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 are 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).			

©2013 The College Board.
Visit the College Board on the Web: www.collegeboard.org.

AP® SPANISH LANGUAGE—2013 PRESENTATIONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 **Demonstrates excellence**	**HIGH** A speech sample that ***demonstrates excellence*** in Presentational Speaking accomplishes the following:	• 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 outweighs 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. • Register is highly appropriate.
4 **Demonstrates command**	**MID–HIGH** A speech sample that ***demonstrates command*** in Presentational Speaking accomplishes the following:	• 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 outweighs 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. • Register is appropriate.
3 **Demonstrates competence**	**MID** A speech sample that ***demonstrates competence*** in Presentational Speaking accomplishes the following:	• 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 hesitance; some successful self-correction. • Good pronunciation. • Register is generally appropriate.
2 **Suggests lack of competence**	**MID–LOW** A speech sample that ***suggests lack of competence*** in Presentational Speaking can be described as the following:	• 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 that may affect comprehension. • Register may be inappropriate.
1 **Demonstrates lack of competence**	**LOW** A speech sample that ***demonstrates lack of competence*** in Presentational Speaking can be described as the following:	• 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	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)			

©2013 The College Board.
Visit the College Board on the Web: www.collegeboard.org.