

# AP® SPANISH LANGUAGE AND CULTURE EXAM

## 2014 SCORING GUIDELINES

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### Presentational Speaking: Cultural Comparison

#### Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
- The phrase “target culture” can refer to any community large or small associated with the target language.

#### 5: STRONG performance in Presentational Speaking

- Effective treatment of topic within the context of the task
- Clearly compares the student’s own community with the target culture, including supporting details and relevant examples
- Demonstrates understanding of the target culture, despite a few minor inaccuracies
- Organized presentation; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Mostly consistent use of register appropriate for the presentation
- Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

#### 4: GOOD performance in Presentational Speaking

- Generally effective treatment of topic within the context of the task
- Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples
- Demonstrates some understanding of the target culture, despite minor inaccuracies
- Organized presentation; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Generally consistent use of register appropriate for the presentation, except for occasional shifts
- Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility

- Clarification or self-correction (if present) usually improves comprehensibility

### **3: FAIR performance in Presentational Speaking**

- Suitable treatment of topic within the context of the task
- Compares the student's own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the presentation with several shifts
- Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

### **2: WEAK performance in Presentational Speaking**

- Unsuitable treatment of topic within the context of the task
- Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
- Demonstrates a limited understanding of the target culture; may include several inaccuracies
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the presentation
- Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility