

## AP® · WORLD LANGUAGE AND CULTURE EXAMS 2012 SCORING GUIDELINES

### Interpersonal Writing: E-mail Reply

#### 5: STRONG performance in Interpersonal Writing

- ▲ Maintains the exchange with a response that is clearly appropriate within the context of the task
- ▲ Provides required information (e.g., responses to questions, request for details) with frequent elaboration
- ▲ 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 situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- ▲ Variety of simple and compound sentences, and some complex sentences

#### 4: GOOD performance in Interpersonal Writing

- ▲ Maintains the exchange with a response that is generally appropriate within the context of the task
- ▲ Provides required information (e.g., responses to questions, request for details) with some elaboration
- ▲ 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 situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- ▲ Simple, compound, and a few complex sentences

#### 3: FAIR performance in Interpersonal Writing

- ▲ Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- ▲ Provides required information (e.g., responses to questions, request for details)
- ▲ 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 situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
- ▲ Simple and a few compound sentences

## 2: WEAK performance in Interpersonal Writing

- ▲ Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- ▲ Provides some required information (e.g., responses to questions, request for details)
- ▲ Partially understandable, with errors that force interpretation and cause confusion for the reader
- ▲ Limited vocabulary and idiomatic language
- ▲ Limited control of grammar, syntax, and usage
- ▲ Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence
- ▲ (e.g. greeting, closing) with inaccuracies
- ▲ Simple sentences and phrases

## 1: POOR performance in Interpersonal Writing

- ▲ Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- ▲ Provides little required information (e.g., responses to questions, request for details)
- ▲ Barely understandable, with frequent or significant errors that impede comprehensibility
- ▲ Very few vocabulary resources
- ▲ Little or no control of grammar, syntax, and usage
- ▲ Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- ▲ Very simple sentences or fragments

## 0: UNACCEPTABLE performance in Interpersonal Writing

- ▲ Mere restatement of language from the stimulus
- ▲ Completely irrelevant to the stimulus
- ▲ “I don’t know,” “I don’t understand,” or equivalent in any language
- ▲ Not in the language of the exam
- ▲ Blank (no response)