AP® ·WORLD LANGUAGE AND CULTURE EXAMS 2012 SCORING GUIDELINES

Presentational Speaking: Cultural Comparison

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

1: POOR performance in Presentational Speaking

▲ Almost no treatment of topic within the context of the task

▲ Presents information only about the student's own community or only about the target culture, and may not include examples

▲ Demonstrates minimal understanding of the target culture; generally inaccurate

▲ Little or no organization; absence of transitional elements and cohesive devices

▲ 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

▲ Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility

▲ Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Presentational Speaking

▲ Mere restatement of language from the prompt

▲ Clearly does not respond to the prompt; completely irrelevant to the topic

▲ "I don't know," "I don't understand," or equivalent in any language

▲ Not in the language of the exam

▲ Blank (no response although recording equipment is functioning)