

**AP[®] · WORLD LANGUAGE AND CULTURE EXAMS 2012 SCORING
GUIDELINES****Presentational Writing: Persuasive Essay****5: STRONG performance in Presentational Writing**

- ▲ Effective treatment of topic within the context of the task
- ▲ Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- ▲ Integrates content from all three sources in support of the essay
- ▲ Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- ▲ Organized essay; 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
- ▲ Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD performance in Presentational Writing

- ▲ Generally effective treatment of topic within the context of the task
- ▲ Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- ▲ Summarizes, with limited integration, content from all three sources in support of the essay
- ▲ Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
- ▲ Organized essay; 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
- ▲ Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

3: FAIR performance in Presentational Writing

- ▲ Suitable treatment of topic within the context of the task
- ▲ Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- ▲ Summarizes content from at least two sources in support of the essay
- ▲ Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence
- ▲ 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
- ▲ Uses strings of mostly simple sentences, with a few compound sentences

2: WEAK performance in Presentational Writing

- ▲ Unsuitable treatment of topic within the context of the task
- ▲ Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- ▲ Summarizes content from one or two sources; may not support the essay
- ▲ Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently
- ▲ Limited organization; ineffective use of transitional elements or cohesive devices
- ▲ 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
- ▲ Uses strings of simple sentences and phrases

1: POOR performance in Presentational Writing

- ▲ Almost no treatment of topic within the context of the task
- ▲ Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- ▲ Mostly repeats statements from sources or may not refer to any sources
- ▲ Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
- ▲ 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
- ▲ Very simple sentences or fragments

0: UNACCEPTABLE performance in Presentational Writing

- ▲ 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)