

SHORT ANSWER: TEXT EXPLANATION



Text & Theme

- Text: _____
- Theme in the text: _____

Scoring Guidelines for Content

3 The response correctly identifies the author and the period, and effectively explains the development of the theme in the text.

- Identifies correctly the author and the period.
- Effectively explains the development of the theme in the text.
- Supports response with relevant evidence from the text.

2 The response correctly identifies either the author or the period and explains the development of the theme in the text; description and narration are present but do not outweigh explanation.

- Identifies correctly either the author or the period.
- Explains the development of the theme in the text.
- Supports response with evidence from the text, but evidence may not be clear or relevant.

A response that does not correctly identify the author or the period, must have a good explanation of the development of the theme in the text in order to earn a score of 2.

1 The response incorrectly identifies the author and/or the period; response does not successfully explain the development of the theme in the text; description and narration outweigh explanation; irrelevant comments predominate.

- Fails to correctly identify the author and/or the period.
- Attempts to explain the development of the theme in the text.
- Consists entirely of summary or paraphrasing of the cited text.

A response that correctly identifies the author and/or the period but does not explain the development of the theme in the text cannot earn a score higher than 1.

0 Response is so brief or so poorly written as to be meaningless, or otherwise off-task.

A response that merely restates part or all of the prompt receives a score of 0.

— Response is blank or in English.

Scoring Guidelines for Language Usage

3 Language usage is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language.

- Vocabulary is varied and appropriate to the topic or works being discussed.
- Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses and mood is generally accurate; word order and information are generally accurate.
- There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).

2 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.

- Vocabulary is appropriate to the topics or works being discussed, but may limit the student's ability to present relevant ideas.
- Control of grammatical and syntactic structures is adequate but there are some errors; errors in the use of verb tenses and moods are frequent but do not detract from overall understanding; there are occasional errors in word order and formation.
- There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation); but they do not impede communication.

1 Language usage is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response.

- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, and formation are frequent and impede comprehension.
- There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.

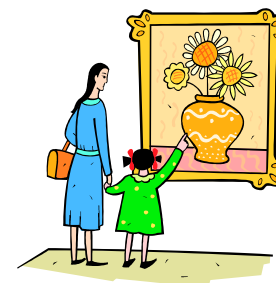
0 The response is so brief or so poorly written as to be meaningless, or otherwise off-task. A response that merely restates part or all of the prompt receives a score of 0.

— The response is blank or in English.

SHORT ANSWER: TEXT AND ART COMPARISON

Text, Artwork, Theme, and Genre:

- Text: _____
- Artwork: _____
- Theme in the text: _____
- Genre: _____



Scoring Guidelines for Content

3 The response effectively compares the theme in both works and relates the theme of the text and the painting to the genre.

- Effectively compares the theme in both works.
- Effectively relates the theme of the text and painting to the genre.
- Presents a well-developed response.

2 The response compares the theme in both works and relates the theme to the genre; description outweighs comparison.

- Compares the theme in both works, but description of the elements of both works outweighs comparison.
- Relates the theme of the text and painting to the genre, but description of the elements of both works outweighs comparison.
- Presents an organized response.

If the response does not relate the theme to the genre, the comparison of the theme between the text and the painting must be effective to earn a 2.

1 The response attempts to compare the theme in both works and attempts to relate the theme to the genre; description outweighs comparison; irrelevant comments predominate.

- Attempts to compare the theme in both works; yet the response is incomplete or insufficient.
- Attempts to relate the theme of the text and painting to the genre; yet the response is incomplete or insufficient.
- Does not show evidence of organization. A response that discusses the theme only in the text or the painting cannot receive a score higher than 1.

0 The response is so brief or so poorly written as to be meaningless, or otherwise off-task.

A response that merely restates part or all of the prompt receives a score of 0.

— *The response is blank or in English.*

Scoring Guidelines for Language Usage

3 Language usage is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language.

- Vocabulary is varied and appropriate to the topic or works being discussed.
- Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses and mood is generally accurate; word order and information are generally accurate.
- There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).

2 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.

- Vocabulary is appropriate to the topics or works being discussed, but may limit the student's ability to present relevant ideas.
- Control of grammatical and syntactic structures is adequate but there are some errors; errors in the use of verb tenses and moods are frequent but do not detract from overall understanding; there are occasional errors in word order and formation.
- There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation); but they do not impede communication.

1 Language usage is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response.

- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, and formation are frequent and impede comprehension.
- There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.

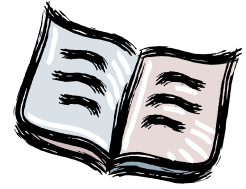
0 The response is so brief or so poorly written as to be meaningless, or otherwise off-task.
A response that merely restates part or all of the prompt receives a score of 0.

— *The response is blank or in English.*

ESSAY: ANALYSIS OF SINGLE TEXT

Text, (Sub-) Genre, and Historical Context:

- Text: _____
- (Sub-) Genre: _____
- Historical Context: _____



Scoring Guidelines for Content

5 The response clearly analyzes how the text represents both the specified (sub-) genre and the given historical context.

- Thoroughly analyzes a variety of rhetorical, stylistic, or structural features in the text as they relate to the historical context, movement and (sub-) genre.
- Analyzes how cultural products, practices, or perspectives found in the text reflect the given historical context.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed response.
- Supports analysis by integrating specific, well-chosen textual examples throughout the response.

4 The response analyzes how the text represents both the specified (sub-) genre and the given historical context; description and narration are present but do not outweigh analysis.

- Explains rhetorical, stylistic or structural features in the text as they relate to the historical context, movement and (sub) genre.
- Explains how the text's content relates to the given historical context.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
- Supports analysis by citing and discussing appropriate textual examples.

3 The response attempts to analyze how the text represents the specified (sub-) genre and the given historical context; however, description and narration outweigh analysis.

- Describes some rhetorical, stylistic, or structural features in the text and attempts to explain their relevance to the historical context, movement and (sub) genre.
- Identifies features of the historical context represented in the text.
- Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
- Elaborates on main points and supports observations by citing examples; however, the examples may not always be clear and relevant.
- Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

If the response has a significantly unbalanced focus on either the specified (sub-) genre or the given historical context, the analysis must be good to earn a score of 3.

2 The response shows little ability to analyze how the text represents the specified (sub-) genre and the given historical context; summary and paraphrasing predominate.

- Identifies some rhetorical, stylistic, or structural features in the text, but may not explain their relevance to the historical context, movement and (sub) genre.
- May not clearly identify features of the given historical context represented in the text.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details, describes basic elements of the text, but may do so without citing examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

A response that treats only the (sub-) genre or the given historical context cannot receive a score higher than 2.

1 The response is inaccurate and insufficient; there is no attempt to analyze the text; irrelevant comments predominate.

- Identifies some rhetorical, stylistic or structural features in the text, but does not explain their relevance to the historical context, movement or (sub) genre.
- Demonstrates lack of understanding of the genre, of the given historical context, or the text.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of summary or paraphrasing of the text without citing examples relevant to the specified (sub-) genre or the given historical context.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

0 Response is so brief or so poorly written as to be meaningless, or otherwise off-task.

A response that merely restates part or all of the prompt receives a score of 0.

— Response is blank or in English.

AP Spanish Literature & Culture: Scoring Guidelines for Content and Language Usage

Scoring Guidelines for Language Usage

5 Language usage is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language.

- Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.
- Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.

4 Language usage is appropriate to the task and generally accurate; the reader's understanding of the response is clear and not affected by errors in the student's use of language.

- Vocabulary is appropriate to the text(s) being discussed, and presents main ideas and some supporting details.
- Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.

3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.

- Vocabulary is appropriate to the text(s) being discussed, but may be limited to presenting some relevant ideas.
- Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.

2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.

- Vocabulary may be inappropriate to the text(s) being discussed, and forces the reader to supply inferences.
- Control of grammatical and syntactic structures is weak; errors in verb forms, word order, and formation are numerous and serious enough to impede comprehension at times.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.

1 Language usage is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response.

- Vocabulary is insufficient and inappropriate to the text(s) being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, and formation are nearly constant and impede comprehension frequently.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing.

0 The response is so brief or so poorly written as to be meaningless, or otherwise off-task.

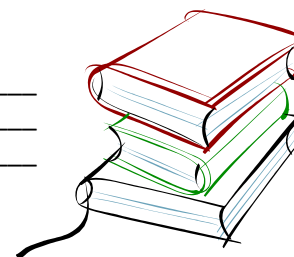
A response that merely restates part or all of the prompt receives a score of 0.

— The response is blank or in English

ESSAY: TEXT COMPARISON

Texts and Theme

- Text 1: _____
- Text 2: _____
- Theme in the text: _____



Scoring Guidelines for Content

5 The response clearly analyzes the literary devices and compares the theme in both works.

- Analyzes rhetorical, stylistic, or structural features in both works in relation to the development of the theme.
- Analyzes the development of the theme in both texts to support comparative analysis.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed response.
- Supports analysis by integrating specific, well-chosen textual examples throughout the response.

4 The response analyzes the literary devices and compares the theme in both works; description and narration are present but do not outweigh analysis.

- Makes distinctions between rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Explains and compares the presence of the theme in both texts.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
- Supports analysis by citing and discussing appropriate textual examples.

3 The response attempts to analyze the literary devices and compare the theme in both works; however, description and narration outweigh analysis.

- Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.
 - Describes the presence of the theme in both texts.
 - Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
 - Elaborates on main points and supports observations by citing examples; however, the examples may not always be clear and relevant.
 - Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.
- If the response has a significant unbalanced focus on one of the texts, the analysis must be good to earn a score of 3.

2 The response shows little ability to analyze the literary devices or compare both works; summary and paraphrasing predominate.

- Identifies some rhetorical, stylistic, or structural features in one or both texts, but may not explain their relevance to the theme.
 - Describes the presence of the theme in one text, but the description of the theme in the other text is weak.
 - May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
 - Presents main points and some details, describes basic elements of texts, but may do so without citing examples or supporting an argument.
 - Contains some errors of interpretation that occasionally detract from the overall quality of the essay.
- A response that treats only one text cannot earn a score higher than 2.

1 The response is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare both works; irrelevant comments predominate.

- Identifies some rhetorical, stylistic, or structural features in the texts, but does not explain their relevance to the theme.
- Demonstrates lack of understanding of the theme.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of plot summary without citing examples relevant to the theme.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

0 Response is so brief or so poorly written as to be meaningless, or otherwise off-task.

A response that merely restates part or all of the prompt receives a score of 0.

— Response is blank or in English.

Scoring Guidelines for Language Usage

5 Language usage is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language.

- Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.
- Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.

4 Language usage is appropriate to the task and generally accurate; the reader's understanding of the response is clear and not affected by errors in the student's use of language.

- Vocabulary is appropriate to the text(s) being discussed, and presents main ideas and some supporting details.
- Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.

3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.

- Vocabulary is appropriate to the text(s) being discussed, but may be limited to presenting some relevant ideas.
- Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.

2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.

- Vocabulary may be inappropriate to the text(s) being discussed, and forces the reader to supply inferences.
- Control of grammatical and syntactic structures is weak; errors in verb forms, word order, and formation are numerous and serious enough to impede comprehension at times.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.

1 Language usage is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response.

- Vocabulary is insufficient and inappropriate to the text(s) being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, and formation are nearly constant and impede comprehension frequently.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing.

0 The response is so brief or so poorly written as to be meaningless, or otherwise off-task.

- A response that merely restates part or all of the prompt receives a score of 0.
- The response is blank or in English.