

AP® FRENCH LANGUAGE AND CULTURE 2019 SCORING GUIDELINES
Interpersonal Writing Email Reply (Task 1)

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 (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 most required information (responses to questions, request for details) with some elaboration
- _____ • Fully understandable, with some errors that 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 most required information (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 (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 (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

- (hyphen): BLANK (no response)

Score:

Comments: