

2021



---

# AP<sup>®</sup> Spanish Literature and Culture

## Scoring Guidelines

© 2021 College Board. College Board, Advanced Placement, AP, AP Central, and the acorn logo are registered trademarks of College Board. Visit College Board on the web: [collegeboard.org](https://collegeboard.org).

AP Central is the official online home for the AP Program: [apcentral.collegeboard.org](https://apcentral.collegeboard.org).

**Question 1: Short Answer – Text Explanation**

**6 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Criteria: Content		
1	2	3
<p><b>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 may predominate.</b></p> <ul style="list-style-type: none"> <li>• Does not correctly identify the author and/or the period.</li> <li>• Attempts to explain the development of the theme in the text.</li> <li>• Does not adequately support response with textual evidence.</li> </ul> <p><b>Scoring note:</b> 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.</p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Identifies correctly either the author or the period.</li> <li>• Explains the development of the theme in the text.</li> <li>• Supports response with evidence from the text, but evidence may not be clear or relevant.</li> </ul> <p><b>Scoring note:</b> A response that fails to correctly identify both the author and the period must have a good explanation of the development of the theme in the text in order to earn a score of 2.</p>	<p><b>The response correctly identifies the author and the period and effectively explains the development of the theme in the text.</b></p> <ul style="list-style-type: none"> <li>• Identifies correctly the author and the period.</li> <li>• Effectively explains the development of the theme in the text.</li> <li>• Supports response with relevant evidence from the text.</li> </ul>
<p><b>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</b> A response that merely restates part or all of the prompt and/or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p>		
<p><b>NR (No Response) – Page is blank.</b> A response that receives a NR in content must also receive a NR in language.</p>		

Scoring Criteria: Language		
1	2	3
<p><b>Language usage is inappropriate to the task, inaccurate, or insufficient; the student’s use of language impedes the reader’s understanding of the response.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.</li> <li>• Control of grammatical and syntactic structures is inadequate; errors in verb tenses, mood, word order, or word formation are frequent and impede comprehension.</li> <li>• There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.</li> </ul>	<p><b>Language usage is appropriate to the task and sometimes accurate; although the student’s use of language is somewhat limited, it supports the reader’s understanding of the response.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the topics or works being discussed but may limit the student’s ability to present relevant ideas.</li> <li>• Control of grammatical and syntactic structures is adequate, but there are some errors; occasional errors in the use of verb tenses, mood, word order, or word formation do not detract from overall understanding.</li> <li>• There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.</li> </ul>	<p><b>Language usage is appropriate to the task, generally accurate, and varied; the student’s use of language supports the reader’s understanding of the response.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is varied and appropriate to the topic or works being discussed.</li> <li>• Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses, mood, word order, and word formation are generally accurate.</li> <li>• There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).</li> </ul>
<p><b>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</b> A response that merely restates part or all of the prompt and/or stimulus receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p>		
<p><b>NR (No Response) – Page is blank.</b> A response that receives a NR in content must also receive a NR in language.</p>		

**Question 2: Short Answer – Text and Art Comparison**

**6 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Criteria: Content		
1	2	3
<p><b>The response attempts to compare the theme in the works and/or attempts to relate the theme to the specified period, movement, literary genre, or technique; description outweighs comparison; irrelevant comments may predominate.</b></p> <ul style="list-style-type: none"> <li>• Attempts to compare the theme in the works, yet the response is incomplete or insufficient.</li> <li>• Attempts to relate the theme of the text and artwork to the specified period, movement, literary genre, or technique, yet the response is incomplete or insufficient.</li> <li>• Does not provide supporting evidence from both works.</li> </ul> <p><b>Scoring note:</b> A response that discusses the theme only in the text or the artwork, or a response that only discusses the specified period, movement, literary genre, or technique cannot receive a score higher than 1.</p>	<p><b>The response compares the theme in the works and relates the theme to the specified period, movement, literary genre, or technique; description outweighs comparison.</b></p> <ul style="list-style-type: none"> <li>• Compares the theme in the works, but description of the elements of both works outweighs comparison.</li> <li>• Relates the theme of the text and artwork to the specified period, movement, literary genre, or technique, but the connection among these elements may not be clear.</li> <li>• Supports response with evidence from both texts, but evidence may not be clear or relevant.</li> </ul> <p><b>Scoring note:</b> If the response does not relate the theme to the specified period, movement, literary genre, or technique, the comparison of the theme between the text and the artwork must be effective to earn a score of 2.</p>	<p><b>The response effectively compares the theme in the works and relates the theme of the text and the artwork to the specified period, movement, literary genre, or technique.</b></p> <ul style="list-style-type: none"> <li>• Effectively compares the theme in the works.</li> <li>• Effectively relates the theme of the text and artwork to the specified period, movement, literary genre, or technique.</li> <li>• Supports response with relevant evidence from both works.</li> </ul>
<p><b>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</b>            A response that merely restates part or all of the prompt and/or stimuli receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p>		
<p><b>NR (No Response) – Page is blank.</b>            A response that receives a NR in content must also receive a NR in language.</p>		

Scoring Criteria: Language		
1	2	3
<p><b>Language usage is inappropriate to the task, inaccurate, or insufficient; the student’s use of language impedes the reader’s understanding of the response.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.</li> <li>• Control of grammatical and syntactic structures is inadequate; errors in verb tenses, mood, word order, or word formation are frequent and impede comprehension.</li> <li>• There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.</li> </ul>	<p><b>Language usage is appropriate to the task and sometimes accurate; although the student’s use of language is somewhat limited, it supports the reader’s understanding of the response.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the topics or works being discussed but may limit the student’s ability to present relevant ideas.</li> <li>• Control of grammatical and syntactic structures is adequate, but there are some errors; occasional errors in the use of verb tenses, mood, word order, or word formation do not detract from overall understanding.</li> <li>• There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.</li> </ul>	<p><b>Language usage is appropriate to the task, generally accurate, and varied; the student’s use of language supports the reader’s understanding of the response.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is varied and appropriate to the topic or works being discussed.</li> <li>• Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses, mood, word order, and word formation are generally accurate.</li> <li>• There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).</li> </ul>
<p><b>0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.</b> A response that merely restates part or all of the prompt and/or stimuli receives a score of 0. A response that receives a 0 in content must also receive a 0 in language.</p>		
<p><b>NR (No Response) – Page is blank.</b> A response that receives a NR in content must also receive a NR in language.</p>		

**Question 3: Essay – Analysis of Single Text**

**10 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.



Scoring Criteria: Content				
1	2	3	4	5
<p><b>The essay is inaccurate and insufficient; there is no attempt to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; irrelevant comments predominate.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates lack of understanding of characteristics of the text that represent the specified period, movement, literary genre, or technique.</li> <li>• Demonstrates lack of understanding of the text, or cultural products, practices, or perspectives of the given cultural context found in the text.</li> <li>• May not identify rhetorical, stylistic, or structural features in the text.</li> </ul>	<p><b>The essay shows little ability to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; summary and paraphrasing predominate.</b></p> <ul style="list-style-type: none"> <li>• Identifies characteristics of the text that represent the specified period, movement, literary genre, or technique, but they may not be clear or relevant.</li> <li>• Identifies cultural products, practices, or perspectives of the given cultural context found in the text, but they may not be clear or relevant.</li> <li>• Identifies rhetorical, stylistic, or structural features in the text, but they may not be relevant.</li> </ul>	<p><b>The essay attempts to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; however, description and narration outweigh analysis.</b></p> <ul style="list-style-type: none"> <li>• Describes characteristics of the text that represent the specified period, movement, literary genre, or technique.</li> <li>• Describes cultural products, practices, or perspectives of the given cultural context found in the text.</li> <li>• Describes some rhetorical, stylistic, or structural features in the text.</li> </ul>	<p><b>The essay analyzes how the text represents both the specified period, movement, literary genre, or technique and the given cultural context; description and narration are present but do not outweigh analysis.</b></p> <ul style="list-style-type: none"> <li>• Explains how characteristics of the text represent the specified period, movement, literary genre, or technique.</li> <li>• Explains how cultural products, practices, or perspectives found in the text relate to the given cultural context.</li> <li>• Discusses rhetorical, stylistic, or structural features in the text.</li> </ul>	<p><b>The essay clearly analyzes how the text represents both the specified period, movement, literary genre, or technique and the given cultural context.</b></p> <ul style="list-style-type: none"> <li>• Analyzes how characteristics of the text represent the specified period, movement, literary genre, or technique.</li> <li>• Analyzes how cultural products, practices, or perspectives found in the text relate to the given cultural context.</li> <li>• Effectively discusses a variety of rhetorical, stylistic, or structural features in the text.</li> </ul>

AP® Spanish Literature and Culture 2021 Scoring Guidelines

- |  |   |  |   |  |
|--|---|--|---|--|
| <ul style="list-style-type: none"><li>• Does not state a purpose, show evidence of organization, or offer a progression of ideas.</li></ul>                          | <ul style="list-style-type: none"><li>• May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.</li></ul>           | <ul style="list-style-type: none"><li>• Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.</li></ul> | <ul style="list-style-type: none"><li>• Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.</li></ul> | <ul style="list-style-type: none"><li>• Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.</li></ul> |
| <ul style="list-style-type: none"><li>• May consist entirely of summary or paraphrasing of the text without examples relevant to the argument or question.</li></ul> | <ul style="list-style-type: none"><li>• Presents main points and some details; describes basic elements of the text but may do so without examples or supporting an argument.</li></ul> | <ul style="list-style-type: none"><li>• Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.</li></ul>                 | <ul style="list-style-type: none"><li>• Supports analysis with appropriate textual examples.</li></ul>  | <ul style="list-style-type: none"><li>• Supports analysis by integrating specific, well-chosen textual examples throughout the essay.</li></ul>  |
| <ul style="list-style-type: none"><li>• Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.</li></ul>       | <ul style="list-style-type: none"><li>• Contains some errors of interpretation that occasionally detract from the overall quality of the essay.<br/><b>See note A</b></li></ul>         | <ul style="list-style-type: none"><li>• Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.<br/><b>See notes B, C, and D</b></li></ul>      |   |  |

---

**0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

**NR (No Response) – Page is blank.**

An essay that receives a NR in content must also receive a NR in language.

---

---

**Decision Rules and Scoring Notes**

- A.** An essay that treats only the specified literary genre or the given cultural context without mentioning the rhetorical, stylistic, or structural features cannot receive a score higher than 2.
- B.** If the essay has a significantly unbalanced focus on either the specified period, movement, literary genre, or technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.
- C.** If the essay has a balanced focus on both the specified period, movement, literary genre, or technique and the given cultural context but does not discuss rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.
- D.** If the essay focuses only on either the specified literary genre or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis of either the specified literary genre or the given cultural context and the discussion of the rhetorical, stylistic, or structural features must be good to earn a score of 3.
-

Scoring Criteria: Language				
1	2	3	4	5
<p>Language usage is inappropriate to the task, inaccurate, or insufficient; the student's use of language impedes the reader's understanding of the response.</p>	<p>Language usage is sometimes inappropriate to the task and generally inaccurate; the student's use of language requires the reader to make inferences to understand the response.</p>	<p>Language usage is appropriate to the task and sometimes accurate; although the student's use of language is somewhat limited, it supports the reader's understanding of the response.</p>	<p>Language usage is appropriate to the task and generally accurate; the student's use of language is clear in spite of occasional errors that do not affect the reader's understanding of the response.</p>	<p>Language usage is appropriate to the task, mostly accurate, and varied; the student's use of language is clear and supports the reader's understanding of the response.</p>
<ul style="list-style-type: none"> <li>• Vocabulary is insufficient or inappropriate to the text(s) being discussed; errors render comprehension difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the text(s) being discussed but may limit the student's ability to present some relevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.</li> </ul>
<ul style="list-style-type: none"> <li>• Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehension frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and serious enough to impede comprehension at times.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 sometimes accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Control of grammatical and syntactic structures is very good; use of verb tenses and moods as well as word order and formation are mostly accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.</li> </ul>

- 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.
- 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.
- 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.
- 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.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate; paragraphing shows grouping and progression of ideas.

---

**0 (zero) response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0.

An essay that receives a 0 in content must also receive a 0 in language.

**NR (No Response) – Page is blank.**

An essay that receives a NR in content must also receive a NR in language.

---

**Question 4: Essay – Text Comparison**

**10 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Criteria: Content				
1	2	3	4	5
<p><b>The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare the texts; irrelevant comments predominate.</b></p> <ul style="list-style-type: none"> <li>• May identify some rhetorical, stylistic, or structural features in one or both texts, but does not explain their relevance to the theme.</li> <li>• Demonstrates lack of understanding of the theme.</li> <li>• Does not state a purpose, show evidence of organization, or offer a progression of ideas.</li> </ul>	<p><b>The essay shows little ability to analyze the literary devices or compare the texts; summary and paraphrasing predominate.</b></p> <ul style="list-style-type: none"> <li>• May identify some rhetorical, stylistic, or structural features in one or both texts, but may not explain their relevance to the theme.</li> <li>• Describes the presence of the theme in one text, but the description of the theme in the other text is weak.</li> <li>• May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.</li> </ul>	<p><b>The essay attempts to analyze the literary devices and compare the theme in the texts; however, description and narration outweigh analysis.</b></p> <ul style="list-style-type: none"> <li>• Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.</li> <li>• Describes the presence of the theme in both texts.</li> <li>• Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.</li> </ul>	<p><b>The essay analyzes the literary devices and compares the theme in the texts; description and narration are present but do not outweigh analysis.</b></p> <ul style="list-style-type: none"> <li>• Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.</li> <li>• Explains and compares the presence of the theme in the texts.</li> <li>• Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.</li> </ul>	<p><b>The essay clearly analyzes the literary devices and compares the theme in the texts.</b></p> <ul style="list-style-type: none"> <li>• Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.</li> <li>• Analyzes the development of the theme in both texts to support comparative analysis.</li> <li>• Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.</li> </ul>

- |  |   |  |  |   |
|--|---|--|--|---|
| • May consist entirely of plot summary without examples relevant to the theme.                                 | • Presents main points and some details, describes basic elements of texts, but may do so without examples or supporting an argument. | • Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.       | • Supports analysis with appropriate textual examples. | • Supports analysis by integrating specific, well-chosen textual examples throughout the essay. |
| • Contains frequent errors of interpretation that significantly detract from the overall quality of the essay. | • Contains some errors of interpretation that occasionally detract from the overall quality of the essay.<br><b>See note A</b>        | • Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.<br><b>See notes B, C, D</b> |  |   |

---

**0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

An essay that merely restates part or all of the prompt and/or stimuli receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

**NR (No Response) – Page is blank.**

An essay that receives a NR in content must also receive a NR in language.

---

**Decision Rules and Scoring Notes**

- A.** An essay that treats only one text cannot earn a score higher than 2.
  - B.** If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.
  - C.** If the essay does not include literary devices, the comparison of the theme in the texts must be good to merit a 3.
  - D.** If the essay suggests a lack of understanding of the theme, the analysis of literary devices in both texts must be good to merit a 3.
-



Scoring Criteria: Language				
1	2	3	4	5
<p><b>Language usage is inappropriate to the task, inaccurate, or insufficient; the student’s use of language impedes the reader’s understanding of the response.</b></p>	<p><b>Language usage is sometimes inappropriate to the task and generally inaccurate; the student’s use of language requires the reader to make inferences to understand the response.</b></p>	<p><b>Language usage is appropriate to the task and sometimes accurate; although the student’s use of language is somewhat limited, it supports the reader’s understanding of the response.</b></p>	<p><b>Language usage is appropriate to the task and generally accurate; the student’s use of language is clear in spite of occasional errors that do not affect the reader’s understanding of the response.</b></p>	<p><b>Language usage is appropriate to the task, mostly accurate, and varied; the student’s use of language is clear and supports the reader’s understanding of the response.</b></p>
<ul style="list-style-type: none"> <li>• Vocabulary is insufficient or inappropriate to the text(s) being discussed; errors render comprehension difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the text(s) being discussed but may limit the student’s ability to present some relevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.</li> </ul>
<ul style="list-style-type: none"> <li>• Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehension frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and serious enough to impede comprehension at times.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 sometimes accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 generally accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Control of grammatical and syntactic structures is very good; use of verb tenses and moods as well as word order and formation are mostly accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.</li> </ul>

- 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.
- 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.
- 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.
- 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.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate; paragraphing shows grouping and progression of ideas.

---

**0 (zero) response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

An essay that merely restates part or all of the prompt and/or stimuli receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

**NR (No Response) – Page is blank.**

An essay that receives a NR in content must also receive a NR in language.

---