

2025



AP[®] Spanish Language and Culture

Scoring Guidelines

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Question 1: Email Reply

5 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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Score of 0: UNACCEPTABLE

- 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

NR: no response, pages are blank

Question 2: Argumentative Essay

5 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.

AP® Spanish Language and Culture 2025 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task
<ul style="list-style-type: none"> • Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate 	<ul style="list-style-type: none"> • Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies 	<ul style="list-style-type: none"> • Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
<ul style="list-style-type: none"> • Mostly repeats statements from sources or may not refer to any sources 	<ul style="list-style-type: none"> • Summarizes content from one or two sources; may not support an argument 	<ul style="list-style-type: none"> • Summarizes content from at least two sources in support of an argument 	<ul style="list-style-type: none"> • Summarizes, with limited integration, content from all three sources in support of an argument 	<ul style="list-style-type: none"> • Integrates content from all three sources in support of an argument
<ul style="list-style-type: none"> • Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent 	<ul style="list-style-type: none"> • Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently 	<ul style="list-style-type: none"> • Presents and defends the student's own position on the topic; develops an argument with some coherence 	<ul style="list-style-type: none"> • Presents and defends the student's own position on the topic with clarity; develops an argument with coherence 	<ul style="list-style-type: none"> • Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail
<ul style="list-style-type: none"> • Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized essay; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized essay; effective use of transitional elements or cohesive devices
<ul style="list-style-type: none"> • Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> • Partially understandable, with errors that force interpretation and cause confusion for the reader 	<ul style="list-style-type: none"> • Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> • Very few vocabulary resources 	<ul style="list-style-type: none"> • Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> • Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> • Very simple sentences or fragments 	<ul style="list-style-type: none"> • Uses strings of simple sentences and phrases 	<ul style="list-style-type: none"> • Uses strings of mostly simple sentences, with a few compound sentences 	<ul style="list-style-type: none"> • Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences 	<ul style="list-style-type: none"> • Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

Score of 0: UNACCEPTABLE

- 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

NR: no response, pages are blank

Clarification Note:

There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is “*according to Source 1*” or “*according to the audio file*”; refer to the content and indicate the source in parentheses “(Source 2)”; refer to the content and indicate the source using the author’s name “(Smith)”; etc.

Question 3: Conversation

5 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 present in the majority of the exchanges and in alignment with most, but not necessarily all, criteria listed within a score point.

AP® Spanish Language and Culture 2025 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task 	<ul style="list-style-type: none"> Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is generally appropriate within the context of the task 	<ul style="list-style-type: none"> Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
<ul style="list-style-type: none"> Provides little required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides some required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) 	<ul style="list-style-type: none"> Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration 	<ul style="list-style-type: none"> Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
<ul style="list-style-type: none"> Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> Very few vocabulary resources 	<ul style="list-style-type: none"> Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> Minimal or no attention to register 	<ul style="list-style-type: none"> Use of register is generally inappropriate for the conversation 	<ul style="list-style-type: none"> Use of register may be inappropriate for the conversation with several shifts 	<ul style="list-style-type: none"> Generally consistent use of register appropriate for the conversation, except for occasional shifts 	<ul style="list-style-type: none"> Mostly consistent use of register appropriate for the conversation
<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> Clarification or self-correction (if present) improves comprehensibility
				<p>Scoring note: A response that meets the majority of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.</p>

Score of 0: UNACCEPTABLE

- Mere restatement of language from the prompts
- 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
- Clearly responds to the prompts in English

NR: no response although recording equipment is functioning

Question 4: Cultural Comparison

5 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.

AP® Spanish Language and Culture 2025 Scoring Guidelines

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task 	<ul style="list-style-type: none"> • Effective treatment of topic within the context of the task
<ul style="list-style-type: none"> • Presents information only about the target culture or only about the student’s own or another community, and may not include examples 	<ul style="list-style-type: none"> • Presents information about the target culture and the student’s own or another community, but may not compare them; consists mostly of statements with no development 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including a few supporting details and examples 	<ul style="list-style-type: none"> • Compares the target culture with the student’s own or another community, including some supporting details and mostly relevant examples 	<ul style="list-style-type: none"> • Clearly compares the target culture with the student’s own or another community, including supporting details and relevant examples
<ul style="list-style-type: none"> • Demonstrates minimal understanding of the target culture; generally inaccurate 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of the target culture; may include several inaccuracies 	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the target culture, despite inaccuracies 	<ul style="list-style-type: none"> • Demonstrates some understanding of the target culture, despite minor inaccuracies 	<ul style="list-style-type: none"> • Demonstrates understanding of the target culture, despite a few minor inaccuracies
<ul style="list-style-type: none"> • Little or no organization; absence of transitional elements and cohesive devices 	<ul style="list-style-type: none"> • Limited organization; ineffective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Some organization; limited use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; some effective use of transitional elements or cohesive devices 	<ul style="list-style-type: none"> • Organized presentation; effective use of transitional elements or cohesive devices
<ul style="list-style-type: none"> • Barely understandable, with frequent or significant errors that impede comprehensibility 	<ul style="list-style-type: none"> • Partially understandable, with errors that force interpretation and cause confusion for the listener 	<ul style="list-style-type: none"> • Generally understandable, with errors that may impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with some errors that do not impede comprehensibility 	<ul style="list-style-type: none"> • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
<ul style="list-style-type: none"> • Very few vocabulary resources 	<ul style="list-style-type: none"> • Limited vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Appropriate but basic vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and generally appropriate vocabulary and idiomatic language 	<ul style="list-style-type: none"> • Varied and appropriate vocabulary and idiomatic language
<ul style="list-style-type: none"> • Little or no control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Limited control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Some control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • General control of grammar, syntax, and usage 	<ul style="list-style-type: none"> • Accuracy and variety in grammar, syntax, and usage, with few errors
<ul style="list-style-type: none"> • Minimal or no attention to register 	<ul style="list-style-type: none"> • Use of register is generally inappropriate for the presentation 	<ul style="list-style-type: none"> • Use of register may be inappropriate for the presentation with several shifts 	<ul style="list-style-type: none"> • Generally consistent use of register appropriate for the presentation, except for occasional shifts 	<ul style="list-style-type: none"> • Mostly consistent use of register appropriate for the presentation
<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility 	<ul style="list-style-type: none"> • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
<ul style="list-style-type: none"> • Clarification or self-correction (if present) does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually does not improve comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) sometimes improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) usually improves comprehensibility 	<ul style="list-style-type: none"> • Clarification or self-correction (if present) improves comprehensibility
		<p>Scoring note: A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student’s own or another community.</p>	<p>Scoring note: A response that does not explicitly compare cannot earn a score of 5.</p>

Score of 0: UNACCEPTABLE

- 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
- Clearly responds to the prompt in English

NR: no response although recording equipment is functioning

Clarification Notes:

- The term “community” can refer to something as large as a continent or as small as a family unit.
 - The phrase “target culture” can refer to any community, large or small, associated with the target language.
-