AP CollegeBoard

AP® French Language and Culture

Scoring Guidelines

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
• Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task	• Partially maintains the exchange with a response that is minimally appropriate within the context of the task	• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task	• Maintains the exchange with a response that is generally appropriate within the context of the task	• Maintains the exchange with a response that is clearly appropriate within the context of the task
• Provides little required information (responses to questions, request for details)	• Provides some required information (responses to questions, request for details)	• Provides most required information (responses to questions, request for details)	• Provides most required information (responses to questions, request for details) with some elaboration	• Provides required information (responses to questions, request for details) with frequent elaboration
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable with errors that force interpretation and cause confusion for the reader	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)	• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies	• 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	• 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)	• Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
• Very simple sentences or fragments	• Simple sentences and phrases	• Simple and a few compound sentences	• Simple, compound, and a few complex sentences	• 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): BLANK (no response)

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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Almost no treatment of topic within the context of the task	• Unsuitable treatment of topic within the context of the task	• Suitable treatment of topic within the context of the task	• Generally effective treatment of topic within the context of the task	• Effective treatment of topic within the context of the task
• Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies	• Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate	• Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies	• Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies	• Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
• Mostly repeats statements from sources or may not refer to any sources	• Summarizes content from one or two sources; may not support an argument	• Summarizes content from at least two sources in support of an argument	• Summarizes, with limited integration, content from all three sources in support of an argument	• Integrates content from all three sources in support of an argument
• Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent	• Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently	• Presents and defends the student's own position on the topic; develops an argument with some coherence	• Presents and defends the student's own position on the topic with clarity; develops an argument with coherence	• Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail
• Little or no organization; absence of transitional elements and cohesive devices	• Limited organization; ineffective use of transitional elements or cohesive devices	• Some organization; limited use of transitional elements or cohesive devices	• Organized essay; some effective use of transitional elements or cohesive devices	• Organized essay; effective use of transitional elements or cohesive devices
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the reader	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Very simple sentences or fragments	• Uses strings of simple sentences and phrases	• Uses strings of mostly simple sentences, with a few compound sentences	• Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences	• 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): BLANK (no response)

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.

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task	• Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task	• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task	• Maintains the exchange with a series of responses that is generally appropriate within the context of the task	• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
• Provides little required information (e.g., responses to questions, statement and support of opinion)	• Provides some required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion)	• Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration	• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the listener	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register	• Use of register is generally inappropriate for the conversation	• Use of register may be inappropriate for the conversation with several shifts	• Generally consistent use of register appropriate for the conversation, except for occasional shifts	• Mostly consistent use of register appropriate for the conversation
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility	• Clarification or self-correction (if present) usually does not improve comprehensibility	• Clarification or self-correction (if present) sometimes improves comprehensibility	• Clarification or self-correction (if present) usually improves comprehensibility	• Clarification or self-correction (if present) improves comprehensibility

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): BLANK (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.

1	2	3	4	5
Poor	**Weak**	**Fair**	**Good**	**Strong**
• Almost no treatment of topic within the context of the task	• Unsuitable treatment of topic within the context of the task	• Suitable treatment of topic within the context of the task	• Generally effective treatment of topic within the context of the task	• Effective treatment of topic within the context of the task
• Presents information only about the target culture or only about the student's own or another community, and may not include examples	• 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	• Compares the target culture with the student's own or another community, including a few supporting details and examples	• Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples	• Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples
• Demonstrates minimal understanding of the target culture; generally inaccurate	• Demonstrates a limited understanding of the target culture; may include several inaccuracies	• Demonstrates a basic understanding of the target culture, despite inaccuracies	• Demonstrates some understanding of the target culture, despite minor inaccuracies	• Demonstrates understanding of the target culture, despite a few minor inaccuracies
• Little or no organization; absence of transitional elements and cohesive devices	• Limited organization; ineffective use of transitional elements or cohesive devices	• Some organization; limited use of transitional elements or cohesive devices	• Organized presentation; some effective use of transitional elements or cohesive devices	• Organized presentation; effective use of transitional elements or cohesive devices
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the listener	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register	• Use of register is generally inappropriate for the presentation	• Use of register may be inappropriate for the presentation with several shifts	• Generally consistent use of register appropriate for the presentation, except for occasional shifts	• Mostly consistent use of register appropriate for the presentation
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility	• Clarification or self-correction (if present) usually does not improve comprehensibility	• Clarification or self-correction (if present) sometimes improves comprehensibility	• Clarification or self-correction (if present) usually improves comprehensibility	• Clarification or self-correction (if present) improves comprehensibility

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): BLANK (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.