



AP Interpersonal Writing Rubric

	5	4	3	2	1
Task completion: Appropriate response	Maintains the exchange with a response that is clearly appropriate 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 somewhat appropriate but basic within the context of the task	Partially maintains the exchange with a response that is minimally appropriate within the context of the task	Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
Task completion: Required information	Provides all required information (e.g., responses to questions, request for details) with frequent elaboration	Provides all required information (e.g., responses to questions, request for details) with some elaboration	Provides all required information (e.g., responses to questions, request for details) with no elaboration	Provides some required information (e.g., responses to questions, request for details)	Provides little required information (e.g., responses to questions, request for details)
Language control: Comprehensibility	Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	Fully understandable, with some errors which do not impede comprehensibility	Generally understandable, with errors that may impede comprehensibility	Partially understandable, with errors that force interpretation and cause confusion for the reader	Barely understandable, with frequent or significant errors that impede comprehensibility
Language control: Vocabulary and Spelling	Varied and appropriate vocabulary and idiomatic language	Varied and generally appropriate vocabulary and idiomatic language	Appropriate but basic vocabulary and idiomatic language	Limited vocabulary and idiomatic language	Very few vocabulary resources
Language control: Grammar, Syntax, Usage	Accuracy and variety in grammar, syntax, and usage, with few errors	General control of grammar, syntax, and usage	Some control of grammar, syntax, and usage	Limited control of grammar, syntax, and usage	Little or no control of grammar, syntax, and usage
Language control: Register (level of formality)	Mostly 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), despite occasional errors	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)	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	Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies	Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
Language control: Sentence structures (simple, compound, complex)	Variety of simple and compound sentences, and some complex sentences	Simple, compound , and a few complex sentences	Simple and a few compound sentences	Simple sentences and phrases	Very simple sentences or fragments



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Task completion: Treatment of topic	Effective treatment of topic within the context of the task	Generally effective treatment of topic within the context of the task	Suitable treatment of topic within the context of the task	Unsuitable treatment of topic within the context of the task	Almost no treatment of topic within the context of the task
Task completion: Comprehension of texts	Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies	Demonstrates comprehension of the sources' viewpoints, may include some inaccuracies	Demonstrates a moderate degree of comprehension of the sources' viewpoints; information may be limited or inaccurate	Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate	Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
Task completion: Organization & Transition words	Organized essay; effective use of transitional elements or cohesive devices	Organized essay; some effective use of transitional elements or cohesive devices	Some organization; limited use of transitional elements or cohesive devices	Limited organization; ineffective use of transitional elements or cohesive devices	Little or no organization; absence of transitional elements and cohesive devices
Use of text: Integration of sources	Integrates content from all three sources in support of the essay	Summarizes content from all three sources in support of the essay	Summarizes content from at least two sources in support of the essay	Summarizes content from one or two sources ; may not support the essay	Mostly repeats statements from sources or may not refer to any sources
Use of text: Defending thinking with evidence	Presents and defends the student's own viewpoint on the topic with a high degree of clarity ; develops a persuasive argument with coherence and detail	Presents and defends the student's own viewpoint on the topic with clarity ; develops a persuasive argument with coherence	Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence	Presents , or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently	Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent
Language Control: Comprehensibility	Fully understandable , with ease and clarity of expression; occasional errors do not impede comprehensibility	Fully understandable , with some errors which do not impede comprehensibility	Generally understandable , with errors that may impede comprehensibility	Partially understandable , with errors that force interpretation and cause confusion for the reader	Barely understandable , with frequent or significant errors that impede comprehensibility
Language Control: Vocabulary & Spelling	Varied and appropriate vocabulary and idiomatic language	Varied and generally appropriate vocabulary and idiomatic language	Appropriate but basic vocabulary and idiomatic language	Limited vocabulary and idiomatic language	Very few vocabulary resources
Language Control: Grammar, Syntax, Usage	Accuracy and variety in grammar, syntax, and usage, with few errors	General control of grammar, syntax, and usage	Some control of grammar, syntax, and usage	Limited control of grammar, syntax, and usage	Little or no control of grammar, syntax, and usage
Language Control: Sentence structure (Simple, compound, complex)	Develops mostly paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences	Develops mostly paragraph-length discourse with simple, compound and a few complex sentences	Uses strings of mostly simple sentences, with a few compound sentences	Uses strings of simple sentences and phrases	Very simple sentences or fragments



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Task completion: Appropriate response	Maintains the exchange with a series of responses that is clearly 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 response that is somewhat appropriate 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	Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
Task completion: Required information	Provides all required information (e.g., responses to questions, statement, and support of opinion) with frequent elaboration	Provides all required information (e.g., responses to questions, statement, and support of opinion) with some elaboration	Provides all required information (e.g., responses to questions, statement, and support of opinion) with no elaboration	Provides some required information (e.g., responses to questions, statement, and support of opinion)	Provides little required information (e.g., responses to questions, statement, and support of opinion)
Language control: Comprehensibility	Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility	Fully understandable, with some errors which do not impede comprehensibility	Generally understandable, with errors that may impede comprehensibility	Partially understandable, with errors that force interpretation and cause confusion for the listener	Barely understandable, with frequent or significant errors that impede comprehensibility
Language control: Vocabulary	Varied and appropriate vocabulary and idiomatic language	Varied and generally appropriate vocabulary and idiomatic language	Appropriate but basic vocabulary and idiomatic language	Limited vocabulary and idiomatic language	Very few vocabulary resources
Language control: Grammar, Syntax, Usage	Accuracy and variety in grammar, syntax, and usage, with few errors	General control of grammar, syntax, and usage	Some control of grammar, syntax, and usage	Limited control of grammar, syntax, and usage	Little or no control of grammar, syntax, and usage
Language control: Register (level of formality)	Mostly consistent use of register appropriate for the conversation	Generally consistent use of register appropriate for the conversation, except for occasional shifts	Use of register may be inappropriate for the conversation with several shifts	Use of register is generally inappropriate for the conversation	Minimal or no attention to register
Language control: Pronunciation, intonation, pacing	Pronunciation, intonation, and pacing make the response fully comprehensible; errors do not impede comprehensibility	Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	Pronunciation, intonation, and pacing make the response difficult to comprehend at times ; errors impede comprehensibility	Pronunciation, intonation, and pacing make the response difficult to comprehend ; errors impede comprehensibility
Language control: Self-correction	Clarification or self-correction (if present) improves comprehensibility	Clarification or self-correction (if present) usually improves comprehensibility	Clarification or self-correction (if present) sometimes improves comprehensibility	Clarification or self-correction (if present) usually does not improve comprehensibility	Clarification or self-correction (if present) does not improve comprehensibility



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Task completion: Treatment of topic	Effective treatment of topic within the context of the task	Generally effective treatment of topic within the context of the task	Suitable treatment of topic within the context of the task	Unsuitable treatment of topic within the context of the task	Almost no treatment of topic within the context of the task
Task completion: Compare and Contrast	Clearly compares the student's own community with the target culture, including supporting details and relevant examples	Compares the student's own community with the target culture, including some supporting details and mostly relevant examples	Compares the student's own community with the target culture, including a few supporting details and examples	Presents information about the student's own community and the target culture, but may not compare them ; consists mostly of statements with no development	Presents information only about the student's own community or only about the target culture, and may not include examples, does not compare cultures
Task completion: Understanding of target culture	Demonstrates understanding of the target culture, despite a few minor inaccuracies	Demonstrates some understanding of the target culture, despite minor inaccuracies	Demonstrates a basic understanding of the target culture, despite inaccuracies	Demonstrates a limited understanding of the target culture, may include several inaccuracies	Demonstrates minimal understanding of the target culture, generally inaccurate
Task completion: Organization & Transition words	Organized presentation; some effective use of transitional elements or cohesive devices	Organized presentation; some effective use of transitional elements or cohesive devices	Limited organization; ineffective use of transitional elements or cohesive devices	Limited organization; ineffective use of transitional elements or cohesive devices	Absence of organization; absence of transitional elements and cohesive devices
Language control: Comprehensibility	Fully understandable , with ease and clarity of expression; occasional errors do not impede comprehensibility	Fully understandable with some errors which do not impede comprehensibility	Generally understandable , with errors that may impede comprehensibility	Partially understandable , with errors that force interpretation and cause confusion for the listener	Barely understandable , with frequent or significant errors that impede comprehensibility
Language control: Vocabulary	Varied and appropriate vocabulary and idiomatic language	Varied and generally appropriate vocabulary and idiomatic language	Appropriate but basic vocabulary and idiomatic language	Limited vocabulary and idiomatic language	Very few vocabulary resources
Language control: Grammar, Syntax, Usage	Accuracy and variety in grammar, syntax, and usage, with few errors	General control of grammar, syntax, and usage	Some control of grammar, syntax, and usage	Limited control of grammar, syntax, and usage	Little or no control of grammar, syntax, and usage
Language control: Register (level of formality)	Mostly consistent use of register appropriate for the presentation	Generally consistent use of register appropriate for the presentation, except for occasional shifts	Use of register may be inappropriate for the presentation with several shifts	Use of register is generally inappropriate for the presentation	Minimal or no attention to register
Language control: Pronunciation, Intonation, Pacing	Pronunciation, intonation, and pacing make the response fully comprehensible; errors do not impede comprehensibility	Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	Pronunciation, intonation, and pacing make the response difficult to comprehend at times ; errors impede comprehensibility	Pronunciation, intonation, and pacing make the response difficult to comprehend ; errors impede comprehensibility