

# AP Spanish Literature & Culture

# Text Comparison Essay Rubric (Pregunta #4)

	1	2	3	4	5
Vocabulary control	<b>Insufficient</b> and inappropriate to the text(s) being discussed. <b>Errors render comprehension difficult.</b>	May be inappropriate to the text(s) being discussed, and <b>forces the reader to supply inferences</b>	Appropriate to the text(s) being discussed, but may be limited to presenting <b>some relevant ideas.</b>	Appropriate to the text(s) being discussed, and presents main ideas and <b>some supporting details.</b>	<b>Varied</b> and appropriate to the text(s) being discussed, presents main ideas and <b>supporting details</b> , and communicates some <b>nuances of meaning.</b>
Control of grammatical & syntactical structures	Inadequate; errors in verb forms, word order, and formation are <b>nearly constant and impede comprehension frequently.</b>	Weak; errors in verb forms, word order, and formation are <b>numerous and serious enough to impede comprehension at times.</b>	Adequate; errors in the use of verb tenses and moods <b>may be frequent but do not detract from overall understanding</b> ; word order and formation are generally accurate	Good; <b>occasional errors</b> in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.	Very good; use of verb tenses and moods is <b>generally accurate</b> word order and formation are accurate; use of <b>cohesive devices and transitional elements</b> or both is appropriate to guide understanding
Writing conventions (spelling, accents, punctuation, paragraphing)	Inaccurate; <b>errors are nearly constant</b> and impede comprehension frequently; there may be little or no evidence of paragraphing	Inadequate; errors are <b>numerous and serious enough to impede comprehension</b> at times; paragraphing may not show grouping of ideas	Sometimes accurate; <b>numerous errors do not detract from overall understanding</b> ; paragraphing shows <b>grouping of ideas</b>	Generally accurate; occasional errors <b>do not detract from understanding</b> ; paragraphing shows <b>grouping and progression of ideas</b>	Generally accurate; paragraphing shows grouping and progression of ideas
Essay structure (including stated topic/thesis, introduction, conclusion)	<b>Doesn't state a purpose</b> , show evidence of organization, or offer a progression of ideas	<b>May not state a purpose or be organized</b> around a central idea or argument; progression of ideas may not be logical.	Includes a <b>statement of purpose, evidence of organization</b> , and a logical progression of ideas.	Includes an <b>explicit statement of purpose, a coherent structure</b> , and a logical progression of ideas.	Includes an <b>explicit statement of purpose, a coherent structure</b> , and a cohesive and logical progression of ideas in a <b>well-developed response.</b>

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Interpretation of text	<b>Frequent errors</b> of interpretation, may consist entirely of <b>plot summary without citing examples</b> relevant to the theme.	Some errors of interpretation, <b>presents main points and some details</b> , describes basic elements but <b>may not cite examples or support argument</b>	Some errors of interpretation but do not detract from overall quality; <b>Elaborates on main points and supports observations by citing examples</b> which may not always be clear and relevant	Supports analysis by <b>citing and discussing appropriate textual examples.</b>	Supports analysis by <b>integrating specific, well-chosen textual examples throughout the response.</b>
Theme analysis (what the works say)	Demonstrates <b>lack of understanding</b> of the theme.	Describes the presence of the theme in <b>one text</b> , but the description of the theme in <b>the other text is weak.</b>	Describes <b>the presence of the theme</b> in both texts.	<b>Explains and compares</b> the presence of the theme in both texts.	<b>Analyzes</b> the development of the theme in both texts to support <b>comparative analysis.</b>
Rhetorical, stylistic, structural analysis (how the writers wrote)	<b>Identifies</b> some features in the texts but <b>does not explain</b> their relevance to the theme.	<b>Identifies</b> some features in one or both texts, but may <b>not explain their relevance</b> to the theme.	<b>Describes some features</b> in both texts and <b>attempts to explain their relevance</b> to the theme.	<b>Makes distinctions</b> between features in both texts <b>in relation to the development of the theme</b>	<b>Analyzes</b> features in both works <b>in relation to the development of the theme.</b>

A zero is given to any essay in which the response is so brief or poorly written as to be meaningless, is blank, in English, or merely restates the prompt

Nota:

Vocabulario \_\_\_\_\_ Gramática \_\_\_\_\_ Escritura \_\_\_\_\_ Ensayo \_\_\_\_\_ Interpretación \_\_\_\_\_

Análisis de tema \_\_\_\_\_ Análisis de escritura \_\_\_\_\_ **Promedio:** \_\_\_\_\_