

**2018**

**AP®**

 CollegeBoard

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# **AP English Language and Composition**

## **Scoring Guidelines**

# **AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2018 SCORING GUIDELINES**

## **Question 1**

**General Directions:** This scoring guide is designed so that the same performance expectations are applied to all student responses. It will be useful for most of the essays, but if it seems inappropriate for a specific essay, assistance should be sought from the Table Leader. The Table Leader should always be shown booklets that seem to have no response or that contain responses that seem unrelated to the question. A score of 0 or — should not be assigned without this consultation.

The essay's score should reflect an evaluation of the essay as a whole. Students had only 15 minutes to read the sources and 40 minutes to write; the essay, therefore, is not a finished product and should not be judged according to standards appropriate for an out-of-class assignment. The essay should be evaluated as a draft, and students should be rewarded for what they do well. The evaluation should focus on the evidence and explanations that the student uses to support the response; students should not be penalized for taking a particular perspective.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case should a score higher than a 2 be given to an essay with errors in grammar and mechanics that persistently interfere with understanding of meaning.

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**9 – Essays earning a score of 9** meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in development, or impressive in their control of language.

### **8 – Effective**

Essays earning a score of 8 **effectively** defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by effectively synthesizing\* at least three of the sources. The evidence and explanations appropriately and convincingly support the student's position. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7 – Essays earning a score of 7** meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

### **6 – Adequate**

Essays earning a score of 6 **adequately** defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations appropriately and sufficiently support the student's position. The language may contain lapses in diction or syntax, but generally the prose is clear.

**5 – Essays earning a score of 5** defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by synthesizing at least three sources, but the evidence and explanations used to support that position may be uneven, inconsistent, or limited. The student's argument is generally clear, and the sources generally develop the student's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

# **AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2018 SCORING GUIDELINES**

## **Question 1 (continued)**

### **4 – Inadequate**

Essays earning a score of 4 **inadequately** defend, challenge, or qualify the notion that eminent domain is productive and beneficial. They develop their position by synthesizing at least two sources, but that position may be inappropriately, insufficiently, or unconvincingly supported by the evidence and explanations used. The sources may dominate the student’s attempts at development, the link between the argument and the sources may be weak, or the student may misunderstand, misrepresent, or oversimplify the sources. The prose generally conveys the student’s ideas but may be inconsistent in controlling the elements of effective writing.

**3 –** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in defending, challenging, or qualifying the notion that eminent domain is productive and beneficial. They are less perceptive in their understanding of the sources, or the evidence and explanations used may be particularly limited or simplistic. The essays may show less maturity in control of writing.

### **2 – Little Success**

Essays earning a score of 2 demonstrate **little success** in defending, challenging, or qualifying the notion that eminent domain is productive and beneficial. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The student may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated or inaccurate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

**1 –** Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or do not allude to or cite even one source.

- 0** Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.
- Indicates an entirely blank response.

\* For the purposes of scoring, synthesis means using sources to develop a position and citing them accurately.

# **AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2018 SCORING GUIDELINES**

## **Question 2**

**General Directions:** This scoring guide is designed so that the same performance expectations are applied to all student responses. It will be useful for most of the essays, but if it seems inappropriate for a specific essay, assistance from the Table Leader should be sought. The Table Leader should always be shown booklets that seem to have no response or that contain responses that seem unrelated to the question. A score of 0 or — should not be assigned without this consultation.

The essay's score should reflect an evaluation of the essay as a whole. Students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged according to standards appropriate for an out-of-class assignment. The essay should be evaluated as a draft, and students should be rewarded for what they do well. The evaluation should focus on the evidence and explanations that the student uses to support the response; students should not be penalized for taking a particular perspective.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case should a score higher than a 2 be given to an essay with errors in grammar and mechanics that persistently interfere with understanding of meaning.

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**9 –** Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

### **8 – Effective**

Essays earning a score of 8 **effectively** analyze\* the choices Albright makes to convey her message to the audience. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7 –** Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

### **6 – Adequate**

Essays earning a score of 6 **adequately** analyze the choices Albright makes to convey her message to the audience. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5 –** Essays earning a score of 5 analyze the choices Albright makes to convey her message to the audience. The evidence and explanations used to develop their analysis may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

# **AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2018 SCORING GUIDELINES**

## **Question 2 (continued)**

### **4 – Inadequate**

Essays earning a score of 4 **inadequately** analyze the choices Albright makes to convey her message to the audience. These essays may misunderstand the passage, misrepresent the choices Albright makes, or analyze these choices insufficiently. The evidence and explanations used to develop their analysis may be inappropriate, insufficient, or unconvincing. The prose generally conveys the student’s ideas but may be inconsistent in controlling the elements of effective writing.

**3 –** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the choices Albright makes to convey her message to the audience. They are less perceptive in their understanding of the passage or Albright’s choices, or the evidence and explanations used to develop their analysis may be particularly limited or simplistic. The essays may show less maturity in control of writing.

### **2 – Little Success**

Essays earning a score of 2 demonstrate **little success** in analyzing the choices Albright makes to convey her message to the audience. The student may misunderstand the prompt, misread the passage, fail to analyze the choices Albright makes, or substitute a simpler task by responding to the prompt tangentially with unrelated or inaccurate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

**1 –** Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

- 0** Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.
- Indicates an entirely blank response.

\* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

# **AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2018 SCORING GUIDELINES**

## **Question 3**

**General Directions:** This scoring guide is designed so that the same performance expectations are applied to all student responses. It will be useful for most of the essays, but if it seems inappropriate for a specific paper, assistance from the Table Leader should be sought. The Table Leader should always be shown booklets that seem to have no response or that contain responses that seem unrelated to the question. A score of 0 or — should not be assigned without this consultation.

The essay's score should reflect an evaluation of the essay as a whole. Students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged according to standards appropriate for an out-of-class assignment. The essay should be evaluated as a draft, and students should be rewarded for what they do well. The evaluation should focus on the evidence and explanations that the student uses to support the response; students should not be penalized for taking a particular perspective.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case should a score higher than a 2 be given to a paper with errors in grammar and mechanics that persistently interfere with understanding of meaning.

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**9 –** Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

### **8 – Effective**

Essays earning a score of 8 **effectively** develop a position on the value of exploring the unknown. The evidence and explanations appropriately and convincingly support the student's position, and the argument\* is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7 –** Essays earning a score of 7 meet the criteria for the score of 6 but provide a more complete explanation, more thorough development, or a more mature prose style.

### **6 – Adequate**

Essays earning a score of 6 **adequately** develop a position on the value of exploring the unknown. The evidence and explanations appropriately and sufficiently support the student's position, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5 –** Essays earning a score of 5 develop a position on the value of exploring the unknown. The evidence and explanations used to support that position may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

# **AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2018 SCORING GUIDELINES**

## **Question 3 (continued)**

### **4 – Inadequate**

Essays earning a score of 4 **inadequately** develop a position on the value of exploring the unknown. The evidence and explanations used may inappropriately, insufficiently, or unconvincingly support the student’s position. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the student’s ideas but may be inconsistent in controlling the elements of effective writing.

**3 –** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in developing a position on the value of exploring the unknown. The essays may show less maturity in their control of writing.

### **2 – Little Success**

Essays earning a score of 2 demonstrate **little success** in developing a position on the value of exploring the unknown. The student may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated or inaccurate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

**1 –** Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence.

- 0** Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.
- Indicates an entirely blank response.

\* For the purposes of scoring, argument means asserting a claim justified by evidence and/or reasoning.