



AP[®] English Language and Composition 2005 Scoring Guidelines Form B

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AP[®] ENGLISH LANGUAGE AND COMPOSITION
2005 SCORING GUIDELINES (Form B)

Question 1

The score should reflect a judgment of the quality 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 by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their analysis or demonstrate particularly impressive control of language.

8 **Effective**

Essays earning a score of 8 **effectively** analyze the rhetorical strategies Stewart uses to convey her position. They refer to the text explicitly or implicitly. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete analysis or demonstrate a more mature prose style.

6 **Adequate**

Essays earning a score of 6 **adequately** analyze the rhetorical strategies Stewart uses to convey her position. They refer to the text 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 rhetorical strategies Stewart uses to convey her position, but their discussion may be uneven, inconsistent, or limited in development. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 **Inadequate**

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Stewart uses to convey her position. They may misrepresent Stewart's position, offer little discussion of how specific rhetorical strategies support the position, or analyze incorrectly the relationship between Stewart's use of rhetorical strategies and her position. The prose generally conveys the writer's ideas but may suggest immature control of writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but are less perceptive about the techniques Stewart uses to convey her position or less consistent in controlling the elements of writing.

2 **Little Success**

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Stewart uses to convey her position. These essays may misunderstand the prompt; offer vague generalizations in place of analysis; lack development; or substitute simpler tasks such as summarizing the passage or simply listing techniques. The prose often demonstrates consistent weaknesses in writing.

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Question 1 (continued)

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

0 Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.

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Question 2

The score should reflect a judgment of the quality 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 by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language.

8 **Effective**

Essays earning a score of 8 **effectively** analyze the strategies Barry uses to communicate his fascination with the river. These essays may refer to the passage explicitly or implicitly. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete analysis or demonstrate a more mature prose style.

6 **Adequate**

Essays earning a score of 6 **adequately** analyze the strategies Barry uses to communicate his fascination with the river. These essays may refer 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 strategies Barry uses to communicate his fascination with the river but do so unevenly, inconsistently, or insufficiently. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 **Inadequate**

Essays earning a score of 4 respond to the prompt **inadequately**. They may offer little discussion of the strategies Barry uses to communicate his fascination with the river, misrepresent those strategies, or analyze them incorrectly. The prose generally conveys the writer's ideas but may suggest immature control of writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but are less perceptive about the strategies used and/or less consistent in controlling the elements of writing.

2 **Little Success**

Essays earning a score of 2 demonstrate **little success** in analyzing the strategies Barry uses to communicate his fascination with the river. These essays may misunderstand the prompt, offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list rhetorical strategies. The prose often demonstrates consistent weaknesses in writing.

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

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Question 2 (continued)

0 Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.

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Question 3

The score should reflect a judgment of the quality 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 by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.

8 Effective

Essays earning a score of 8 **effectively** defend, challenge, or qualify Thomas's claims. The evidence drawn from reading and experience is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete explanation and argument or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** defend, challenge, or qualify Thomas's claims. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 defend, challenge, or qualify Thomas's claims. These essays may, however, provide uneven, inconsistent, or limited arguments. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Essays earning a score of 4 respond to the prompt **inadequately**. They may have difficulty defending, challenging, or qualifying Thomas's claims. The evidence used may be inappropriate and/or insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in establishing and/or supporting their position. The essays may show less control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in defending, challenging, or qualifying Thomas's claims. These essays may misread the passage, misunderstand the prompt, fail to present an argument, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

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

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Question 3 (continued)

0 Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.