



AP[®] English Language and Composition 2006 Scoring Guidelines

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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 8 essays 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 respond to the prompt **effectively**. They effectively analyze how Price crafts the text to reveal her view of United States culture. 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 6 essays but provide a more complete analysis or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 respond to the prompt **adequately**. They adequately analyze how Price crafts the text to reveal her view of United States culture. 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 how Price crafts the text to reveal her view of United States culture but do so unevenly, inconsistently, or insufficiently. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 respond to the prompt **inadequately**. They may offer little discussion of how Price crafts the text to reveal her view of United States culture, misrepresent her view, or analyze the passage incorrectly. The prose generally conveys the student'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 how Price crafts the text to reveal her view of United States culture and/or less consistent in controlling the elements of writing.

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Question 1 (continued)

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing how Price crafts the text to reveal her view of United States culture. These essays may misunderstand the prompt, offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list 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.
- 0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
- Indicates a blank response or one that is 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 8 essays 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 respond to the prompt **effectively**. They effectively analyze the rhetorical strategies Hazlitt uses to develop his position about money. 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 6 essays but provide a more complete analysis or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 respond to the prompt **adequately**. They adequately analyze the rhetorical strategies Hazlitt uses to develop his position about money. 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 rhetorical strategies Hazlitt uses to develop his position about money but do so unevenly, inconsistently, or insufficiently. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 respond to the prompt **inadequately**. They may offer little discussion of the rhetorical strategies Hazlitt uses to develop his position about money, misrepresent those strategies, or analyze them incorrectly. The prose generally conveys the student'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 rhetorical strategies Hazlitt uses to develop his position about money and/or less consistent in controlling the elements of writing.

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Question 2 (continued)

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Hazlitt uses to develop his position about money. 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.
- 0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
- Indicates a blank response or one that is 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 8 essays and, in addition, are especially sophisticated in their argument or demonstrate particularly impressive control of language.

8 Effective

Essays earning a score of 8 respond to the prompt **effectively**, taking a position on the value of public statements of opinion and developing the position with appropriate and convincing evidence. 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 6 essays but provide a more complete argument or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 respond to the prompt **adequately**, taking a position on the value of public statements of opinion and developing the position with appropriate evidence. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5** Essays earning a score of 5 take a position on the value of public statements of opinion and support the position with evidence. These essays may, however, provide uneven, inconsistent, or limited arguments and/or evidence. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 respond to the prompt **inadequately**. They may have difficulty taking a position on the value of public statements of opinion. The evidence used may be insufficient. The prose generally conveys the student'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 taking a position on the value of public statements of opinion and supporting the position with appropriate evidence. The essays may show less control of writing.

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Question 3 (continued)

2 Little Success

Essays earning a score of 2 demonstrate **little success** in taking a position on the value of public statements of opinion and supporting the position with appropriate evidence. These essays may misunderstand the prompt 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 argument, or weak in their control of language.
- 0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
- Indicates a blank response or one that is completely off topic.