



## **AP<sup>®</sup> English Language and Composition 2006 Scoring Guidelines Form B**

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**AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION**  
**2006 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.

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- 9** Essays earning a score of 9 meet the criteria for 8 essays and, in addition, offer more sophisticated evidence or demonstrate particularly impressive control of language.

**8 Effective**

Essays earning a score of 8 respond to the prompt by **effectively** taking a position on the issue of compulsory voting and developing that position with especially appropriate 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 offer more complete support or demonstrate a more mature prose style.

**6 Adequate**

Essays earning a score of 6 respond to the prompt by **adequately** taking a position on the issue of compulsory voting and developing that 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 issue of compulsory voting and support that 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 take a position on the issue of compulsory voting, but the evidence is 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 issue of compulsory voting and supporting that position with appropriate evidence. The essays may show less control of writing.

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**Question 1 (continued)**

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in taking a position on the issue of compulsory voting and supporting that position with appropriate evidence. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, inappropriate, or no 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, 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.

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- 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 The Inquisitor uses to argue his case against Joan. 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 The Inquisitor uses to argue his case against Joan. 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 The Inquisitor uses to argue his case against Joan 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 The Inquisitor uses to argue his case against Joan, 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 The Inquisitor uses to argue his case against Joan 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 The Inquisitor uses to argue his case against Joan. 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.

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- 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**. They effectively establish and support their position on one or more than one of Schopenhauer's claims, using appropriate evidence. 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 are distinguished by more complete or purposeful argumentation or by a more mature prose style.

**6 Adequate**

Essays earning a score of 6 respond to the prompt **adequately**. They adequately establish and support their position on one or more than one of Schopenhauer's claims. 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 establish and support their position on one or more than one of Schopenhauer's claims 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 have difficulty establishing a position on any of Schopenhauer's claims, may use unconvincing evidence, or be insufficiently developed. 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 successful in developing their position and/or less consistent in controlling the elements of writing.

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**Question 3 (continued)**

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in developing their position in relation to any of Schopenhauer's claims. These essays may misunderstand the prompt, fail to present an argument, respond with unrelated ideas or inappropriate evidence, or substitute a simpler task such as summary. 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.