



## AP<sup>®</sup> English Language and Composition 2003 Scoring Guidelines

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# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2003 SCORING GUIDELINES

### Question 1

**General Directions:** This scoring guide will be useful for most of the essays that you read. If it seems inappropriate for a specific essay, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write: the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Evaluate the essay as a draft, making certain that you reward students for what they do well.

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

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

**8** Essays earning a score of 8 recognize the complexity of the claim that entertainment has the capacity to “ruin” society and successfully establish and support their own position by using appropriate evidence to develop their argument. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.

**7** Essays earning a score of 7 fit the description of 6 essays but are distinguished by more complete or more cogent argumentation or a more mature prose style.

**6** Essays earning a score of 6 demonstrate an adequate understanding of the claim and adequately establish and support their own position about entertainment's ability to “ruin” society. Their arguments are generally sound and provide sufficient evidence, but they are less developed or less cogent than essays earning higher scores. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 may have a less adequate understanding of the claim and/or may offer limited, inconsistent, or unevenly developed positions of their own. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately.

**4** Essays earning a score of 4 respond to the prompt inadequately. They may have difficulty understanding the claim or establishing their own position and/or may use evidence that is inappropriate or insufficient to develop their own position. The prose generally conveys the writers' ideas but may suggest immature control of writing.

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**Question 1 (cont'd.)**

**3** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in developing their own position or less control of writing.

**2** Essays earning a score of 2 demonstrate little success in understanding the claim and/or in developing their own position. These essays may misunderstand the prompt, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially with unrelated or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing, such as a lack of development or organization, grammatical problems, or a lack of control.

**1** Essays earning a score of 1 meet the criteria for the score of 2 but are especially simplistic in their argument or are weak in their control of writing.

**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**

**General Directions:** This scoring guide will be useful for most of the essays that you read. If it seems inappropriate for a specific essay, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write; the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Evaluate the essay as a draft, making certain that you reward students for what they do well.

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

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

**8** Essays earning a score of 8 effectively analyze the methods that Alfred M. Green uses to persuade his audience. These essays refer to the passage explicitly or implicitly, and they successfully explain the function of specific methods. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not 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** Essays earning a score of 6 adequately analyze the methods that Green uses to persuade his audience. These essays refer to the passage, explicitly or implicitly, and they satisfactorily explain the function of specific methods. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 analyze Green's methods, but these essays may provide uneven, inconsistent, or limited explanations of how these methods work. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

**4** Essays earning a score of 4 respond to the prompt inadequately. These essays may offer little discussion of specific methods, misrepresent those methods, or analyze them inaccurately. The prose generally conveys the writer's ideas but may suggest immature control of writing.

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**Question 2 (cont'd.)**

**3** Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about Green's methods or less consistent in controlling the elements of writing.

**2** Essays earning a score of 2 demonstrate little success in analyzing Green's methods. These essays may misunderstand the prompt, offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list methods. The prose often demonstrates consistent weaknesses in writing.

**1** Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their discussion, 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**

**General Directions:** This scoring guide will be useful for most of the essays that you read. If it seems inappropriate for a specific essay, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write: the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Evaluate the essay as a draft, making certain that you reward students for what they do well.

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

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**9** Essays earning a score of 9 meet the criteria for 8 papers and, in addition, provide an especially full or perceptive comparison and contrast or demonstrate an impressive control of language.

**8** Essays earning a score of 8 effectively compare and contrast how John James Audubon and Annie Dillard describe the birds and convey their effect on the authors. These essays refer to the texts, explicitly or implicitly, offering specific details to support their explanations of how the authors describe the birds and convey their effect. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.

**7** Essays earning a score of 7 fit the description of 6 essays but are distinguished by a more complete or more purposeful comparison and contrast or a more mature prose style.

**6** Essays earning a score of 6 adequately compare and contrast how the authors describe the birds and convey their effect. These essays refer to the texts, explicitly or implicitly, but offer less detailed and/or less convincing explanations. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 compare and contrast how the authors describe the birds and convey their effect, but these essays may provide uneven or inconsistent explanations. They may compare and contrast in a superficial way or demonstrate a limited understanding of how the authors describe the birds and convey their effect. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately.

**4** Essays earning a score of 4 respond to the prompt inadequately. They may have difficulty comparing and contrasting or explaining how the authors describe the birds and convey their effect. The prose generally conveys the writers' ideas but may suggest immature control of writing.

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**Question 3 (cont'd.)**

**3** Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in comparing and contrasting or less control of writing.

**2** Essays earning a score of 2 demonstrate little success in comparing and contrasting how the authors describe the birds and convey their effect. These essays may offer vague generalizations, substitute simpler tasks such as summarizing, offer no explanation of how the authors describe the birds and convey their effect, or offer descriptions of their own observations of birds. The prose often demonstrates consistent weaknesses in writing.

**1** Essays earning a score of 1 meet the criteria for the score of 2 but are especially simplistic in content or weak in their control of writing.

**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.