



AP[®] English Language and Composition 2003 Scoring Guidelines Form B

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AP[®] ENGLISH LANGUAGE AND COMPOSITION

2003 SCORING GUIDELINES (Form B)

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.

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 rhetorical strategies that John Downe uses to convince his wife to emigrate to the United States. These essays refer to the passage explicitly or implicitly and explain the function of specific strategies. 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 rhetorical strategies Downe uses to convince his wife. These essays refer to the passage explicitly or implicitly, but their explanation of specific strategies is less developed or less cogent than essays earning a higher score. 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 Downe uses to convince his wife, but may provide limited, uneven, or inconsistent explanations of how these strategies work. 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 inadequately analyze the rhetorical strategies Downe uses to convince his wife. They may offer little discussion of specific rhetorical strategies, misrepresent those strategies, or analyze them inaccurately. The prose generally conveys the writer's 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 are less perceptive about Downe's strategies or less consistent in controlling the elements of writing.

2 Essays earning a score of 2 demonstrate little success in analyzing the rhetorical strategies Downe uses to convince his wife. 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 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.

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 effectively defend, qualify, or challenge Sanders' ideas about the relationship between the individual and society, using appropriate evidence. 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 adequately defend, qualify, or challenge Sanders' ideas about the relationship between the individual and 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 defend, qualify, or challenge Sanders' ideas about the relationship between the individual and society, but may be limited, inconsistent, or unevenly developed. 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 inadequately defend, qualify, or challenge Sanders' ideas about the relationship between the individual and society. They may have difficulty understanding Sanders' ideas and/or may use evidence that is inappropriate or insufficient. The prose generally conveys the writers' 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 demonstrate less success in developing their own position or less control of writing.

2 Essays earning a score of 2 demonstrate little success in defending, qualifying, or challenging Sanders' ideas about the relationship between the individual and society. These essays may misunderstand the prompt, fail to present an argument, or substitute a simpler task such as merely responding to the question tangentially with unrelated or inappropriate evidence. 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 their argument 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.

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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.

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 effectively develop a position on the issues raised in the news story, using appropriate support. Their arguments and evidence are clear. 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 adequately develop a position on the issues raised in the news story, using appropriate support. 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 develop a position on the issues raised in the news story, but the position may be limited, inconsistent, or unevenly developed. Their arguments and evidence may be uneven. 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 inadequately develop a position on the issues raised in the news story. They may have difficulty establishing a position, and/or may use evidence that is inappropriate or insufficient. 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 developing a position, or less control of writing.

2 Essays earning a score of 2 demonstrate little success in developing a position on the issues raised in the news story. These essays may misunderstand the prompt, fail to present a position, or substitute a simpler task such as merely responding to the question tangentially with unrelated or inappropriate evidence. 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 their argument 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.

Note: Essays may or may not use an editorial format; essays that do not use this format should not be penalized.