## AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2006 SCORING GUIDELINES

### **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.

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# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2006 SCORING COMMENTARY

### **Question 3**

### Overview

This question called for students to write a clear, cogent, and compelling argument. Students were directed to develop a position on the value of public statements of opinion. The question prompted students to consider such sources as talk radio, television shows, popular magazines, and Web blogs. It also suggested that they think about the roles played by ordinary citizens, political figures, and entertainers, among those who express their opinions publicly on a wide range of topics. Are these opinions worthwhile? Does the expression of such opinions foster democratic values?

#### Sample: 3A Score: 8

The opening paragraph of this essay establishes a context for the discussion and a thesis that qualifies rather than simplifies, setting up a structure in which the student initially decries the media and then extols the media for allowing truth to be heard. The second paragraph attacks both news and entertainment programs: "Television skews society, presenting perfect 'barbie' doll actors, disasters that always resolves [*sic*] into happy endings, and enough drama in one day to fill up four lifetimes." In the next paragraph, the student cites examples of how the media, by giving people a voice, have helped to preserve democracy. Although some flaws in diction occur early on, the essay becomes more sure-handed as it develops. The especially appropriate evidence and the fullness of discussion made this essay an 8.

### Sample: 3B Score: 6

An adequate response, this essay asserts that knowing whom to trust is the key in this media-saturated world. The essay's three evidence paragraphs present examples of trustworthy and perhaps not-so-trustworthy people, including Rush Limbaugh, Tom Cruise, and retired CBS anchor Walter Cronkite. The conclusion warns listeners to be discerning and to value those who bring knowledge and passion to the discussion. The writing, like the evidence, is adequate. The score for this essay is 6.

### Sample: 3C Score: 4

The essay opens with simplistic assertions and a question rather than a thesis, with the answer to that question—the student's statement of opinion—appearing at the end. Using the examples of the 2004 election and the war in Iraq, the student asserts that "negative opinions" (anti-Bush, anti-war) do not matter because "good always prevails." The essay's evidence is insufficient, and the writing suggests immature control, with simple syntax and limited diction—supporting 4 as the appropriate score.