



## **AP<sup>®</sup> English Language and Composition 2007 Scoring Guidelines Form B**

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

## 2007 SCORING GUIDELINES (Form B)

### Question 1

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 15 minutes to read and 40 minutes to write. Therefore, the paper is not a finished product and should not be judged by standards that are appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain that you 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 those that are scored an 8 and, in addition, are especially sophisticated in their argument and synthesis of sources, or impressive in their control of language.

#### **8 Effective**

Essays earning a score of 8 **effectively** develop a position about the most important considerations facing the person responsible for securing a new work of art or an artifact for a museum. They support their position by effectively synthesizing\* at least three of the sources. The argument is convincing, and the sources effectively support the student's position. 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 those that are scored a 6 but are distinguished by more complete or more purposeful argumentation and synthesis of sources, or a more mature prose style.

#### **6 Adequate**

Essays earning a score of 6 **adequately** develop a position about the most important considerations facing the person responsible for securing a new work of art or an artifact for a museum. They synthesize at least three of the sources. The argument is generally convincing, and the sources generally support the student's position, but the argument is less developed or less cogent than the arguments of essays earning higher scores. The language may contain lapses in diction or syntax, but generally the prose is clear.

- 5** Essays earning a score of 5 develop a position about the most important considerations facing the person responsible for securing a new work of art or an artifact for a museum. They support their position by synthesizing at least three sources, but their arguments and their use of sources are somewhat limited, inconsistent, or uneven. The argument is generally clear, and the sources generally support the student's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas adequately.

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\* For the purposes of scoring, synthesis refers to combining the sources and the student's position to form a cohesive, supported argument, as well as accurately citing sources.

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**Question 1 (continued)**

**4 Inadequate**

Essays earning a score of 4 **inadequately** develop a position about the most important considerations facing the person responsible for securing a new work of art or an artifact for a museum. They attempt to present an argument and support their position by synthesizing at least two sources but may misunderstand, misrepresent, or oversimplify either their own argument or the sources they include. The link between the argument and the sources is weak. The prose of essays scored a 4 may suggest immature control of writing.

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

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in developing a position about the most important considerations facing the person responsible for securing a new work of art or an artifact for a museum. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or by simply summarizing the sources. The prose of essays scored a 2 often demonstrates consistent weaknesses in writing, such as a lack of development or organization, grammatical problems, or a lack of control.

- 1** Papers earning a score of 1 meet the criteria for a score of 2 but are especially simplistic, are weak in their control of writing, or do not cite even one source.

**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 essay's quality as a whole. Remember that students had only 40 minutes to read and write; therefore, the essay 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 those that are scored an 8 and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.

**8      Effective**

Essays earning a score of 8 **effectively** take a position on Mitford's view of the term "muckraker." The evidence used is appropriate and convincing. 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 those that are scored a 6 but provide a more complete argument or demonstrate a more mature prose style.

**6      Adequate**

Essays earning a score of 6 **adequately** take a position on Mitford's view of the term "muckraker." The evidence used is appropriate. 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 Mitford's view of the term "muckraker." These essays may, however, provide uneven, inconsistent, or limited explanations 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 **inadequately** take a position on Mitford's view of the term "muckraker." 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 Mitford's view of the term "muckraker" or in providing evidence to support that position. The essays may show less control of writing.

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**Question 2 (continued)**

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in taking a position on Mitford’s view of the term “muckraker.” 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 explanation and 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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**Question 3**

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write; therefore, the essay 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 those that are scored an 8 and, in addition, are especially sophisticated in their analysis or demonstrate particularly impressive control of language.

**8      Effective**

Essays earning a score of 8 **effectively** analyze the strategies that the speaker uses to praise his subject and move his audience. 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 those scored a 6 but provide a more complete explanation or demonstrate a more mature prose style.

**6      Adequate**

Essays earning a score of 6 **adequately** analyze the strategies that the speaker uses to praise his subject and move his audience. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5** Essays earning a score of 5 analyze the strategies that the speaker uses to praise his subject and move his audience. These essays may, however, provide uneven, inconsistent, or limited explanations. 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 **inadequately** analyze the strategies that the speaker uses to praise his subject and move his audience. 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 analyzing the strategies that the speaker uses to praise his subject and move his audience. 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 analyzing the strategies that the speaker uses to praise his subject and move his audience. These essays may misunderstand the prompt; fail to analyze the rhetorical strategies that the speaker uses to develop his argument; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. 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 explanation, 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.