



## **AP<sup>®</sup> English Language and Composition 2008 Scoring Guidelines Form B**

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

## 2008 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 the sources and 40 minutes to write; therefore, the essay 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 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, skillful in their synthesis of sources, or impressive in their control of language.

#### **8 Effective**

Essays earning a score of 8 **effectively** develop a position on whether or not there should be specific texts that all students of high school English must read. They support their position by successfully synthesizing\* at least three of the sources. The argument is convincing, and the student uses the sources effectively to develop a 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 6 essays 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 on whether or not there should be specific texts that all students of high school English must read. They synthesize at least three of the sources. The student's argument is generally convincing, and the student generally uses the sources to support a 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 on whether or not there should be specific texts that all students of high school English must read. They develop the 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 develop 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 and accurately citing sources.

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**Question 1 (continued)**

**4 Inadequate**

Essays earning a score of 4 **inadequately** develop a position on whether or not there should be specific texts that all students of high school English must read. They attempt to present an argument and develop the 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 4 essays 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 on whether or not there should be specific texts that all students of high school English must read. 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 2 essays 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 a score of 2 but are especially simplistic or 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 that are 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 explanation or demonstrate particularly impressive control of language.

#### 8 Effective

Essays earning a score of 8 **effectively** analyze\* how Fridman develops his argument. 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 explanation or demonstrate a more mature prose style.

#### 6 Adequate

Essays earning a score of 6 **adequately** analyze how Fridman develops his argument. The writing may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 analyze how Fridman develops his argument. 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 how Fridman develops his argument. 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 how Fridman develops his argument. The essays may show less control of writing.

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\*For the purposes of scoring, analysis refers to identifying features of a text and explaining how the author uses these to achieve a particular effect or purpose.

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**Question 2 (continued)**

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in analyzing how Fridman develops his argument. These essays may misunderstand the prompt; fail to analyze how Fridman develops 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, and/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 that are 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 explanation and argument or demonstrate particularly impressive control of language.

#### 8 Effective

Essays earning a score of 8 **effectively** defend, challenge, or qualify Boorstin's distinction. 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 6 essays but provide a more complete argument or demonstrate a more mature prose style.

#### 6 Adequate

Essays earning a score of 6 **adequately** defend, challenge, or qualify Boorstin's distinction. 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 defend, challenge, or qualify Boorstin's distinction. 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** defend, challenge, or qualify Boorstin's distinction. 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 defending, challenging, or qualifying Boorstin's distinction. The essays may show less control of writing.

#### 2 Little Success

Essays earning a score of 2 demonstrate **little success** in defending, challenging, or qualifying Boorstin's distinction. 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.

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**Question 3 (continued)**

- 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.