AP® English Language and Composition
2010 Scoring Guidelines

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid and enrollment. Among its widely recognized programs are the SAT®, the PSAT/NMSQT®, the Advanced Placement Program® (AP®), SpringBoard® and ACCUPLACER®. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

© 2010 The College Board. College Board, ACCUPLACER, Advanced Placement Program, AP, AP Central, SAT, SpringBoard and the acorn logo are registered trademarks of the College Board. Admitted Class Evaluation Service is a trademark owned by the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation. All other products and services may be trademarks of their respective owners. Permission to use copyrighted College Board materials may be requested online at: www.collegeboard.com/inquiry/cbpermit.html.

Visit the College Board on the Web: www.collegeboard.com.
AP Central is the official online home for the AP Program: apcentral.collegeboard.com.
AP® ENGLISH LANGUAGE AND COMPOSITION
2010 SCORING GUIDELINES

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; 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 lapses 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 a score of 8 and, in addition, are especially sophisticated in their argument, thorough in development or impressive in their control of language.

8 Effective

Essays earning a score of 8 effectively develop a position that evaluates the most important factors that schools should consider before deciding to use particular technologies in curriculum and instruction. They develop their position by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development or a more mature prose style.

6 Adequate

Essays earning a score of 6 adequately develop a position that evaluates the most important factors that schools should consider before deciding to use particular technologies in curriculum and instruction. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. 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 that evaluates the most important factors that schools should consider before deciding to use particular technologies in curriculum and instruction. They develop their position by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent or limited. 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.

* For the purposes of scoring, synthesis means referring to sources to develop a position that evaluates the most important factors that schools should consider before deciding to use particular technologies in curriculum and instruction and citing them accurately.
4 Inadequate

Essays earning a score of 4 inadequately develop a position that evaluates the most important factors that schools should consider before deciding to use particular technologies in curriculum and instruction. They develop their position by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient or less convincing. The sources may dominate the student’s attempts at development, the link between the argument and the sources may be weak; or the student may misunderstand, misrepresent or oversimplify the sources. The prose generally conveys the student’s ideas but may be less consistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in developing a position that evaluates the most important factors that schools should consider before deciding to use particular technologies in curriculum and instruction. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate little success in developing a position that evaluates the most important factors that schools should consider before deciding to use particular technologies in curriculum and instruction. 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 develop a position that evaluates, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate or inappropriate explanation. The prose of these essays often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing or do not allude to or 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.
AP® ENGLISH LANGUAGE AND COMPOSITION
2010 SCORING GUIDELINES

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; 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 lapses 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 a score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development or impressive in their control of language.

8 Effective

Essays earning a score of 8 effectively analyze how Banneker uses rhetorical strategies to argue against slavery. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development or a more mature prose style.

6 Adequate

Essays earning a score of 6 adequately analyze how Banneker uses rhetorical strategies to argue against slavery. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 analyze how Banneker uses rhetorical strategies to argue against slavery. The evidence or explanations used may be uneven, inconsistent or limited. 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 Banneker uses rhetorical strategies to argue against slavery. These essays may misunderstand the passage, misrepresent the strategies Banneker uses or analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient or less convincing. The prose generally conveys the student’s ideas but may be less consistent in controlling the elements of effective writing.

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

© 2010 The College Board.
Visit the College Board on the Web: www.collegeboard.com.
Question 2 (continued)

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing Banneker’s use of rhetorical strategies to argue against slavery. They are less perceptive in their understanding of the passage or Banneker’s strategies, or the explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate little success in analyzing how Banneker uses rhetorical strategies to argue against slavery. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Banneker uses, 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, such as grammatical problems, a lack of development or organization, or a lack of control.

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.
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; 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 lapses 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 a score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development or particularly impressive in their control of language.

8 Effective

Essays earning a score of 8 effectively defend, challenge or qualify de Botton’s claim about the vital role of humorists. The evidence and explanations used are appropriate and convincing, and the argument is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for a score of 6 but provide a more complete explanation, more thorough development or a more mature prose style.

6 Adequate

Essays earning a score of 6 adequately defend, challenge or qualify de Botton’s claim about the vital role of humorists. The evidence or explanations used are appropriate and sufficient, and the argument is adequately developed and coherent. 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 de Botton’s claim about the vital role of humorists. The evidence or explanations used may be uneven, inconsistent or limited. 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 de Botton’s claim about the vital role of humorists. The evidence or explanations used may be inappropriate, insufficient or less convincing. The argument may be inadequately developed or have lapses in coherence. The prose generally conveys the student’s ideas but may be less consistent in controlling the elements of effective 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 de Botton’s claim about the vital role of humorists. The essays may show less maturity in control of writing.
2  Little Success

Essays earning a score of 2 demonstrate little success in defending, challenging or qualifying de Botton’s claim about the vital role of humorists. These essays may misunderstand the prompt 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, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

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, weak in their control of language or especially lacking in coherence and development.

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.