



AP[®] English Language & Composition 2002 Scoring Guidelines Form B

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AP[®] ENGLISH LANGUAGE & COMPOSITION
2002 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 the Exam Leader for assistance. Always show the Exam Leader books that seem to have no response or that contain responses that seem unrelated to the question.

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. Therefore, the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Instead, evaluate the essays as drafts, 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. These 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 characterize Abbey's attitudes and analyze how he conveys those attitudes. They refer to the passage, explicitly or implicitly, and explain how specific strategies work. The writing is effective but 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 characterize Abbey's attitudes and analyze how he conveys those attitudes. They refer to the passage, explicitly or implicitly, but their discussion is more limited. The writing is generally clear but may contain lapses in diction or syntax.
- 5 Essays earning a score of 5 characterize Abbey's attitudes and analyze how he conveys those attitudes, but may provide uneven or inconsistent analyses. The writing usually conveys the writer's ideas but may contain lapses in diction or syntax.
- 4 Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent or merely touch upon Abbey's attitudes, analyze his strategies inaccurately, offer little discussion of specific attitudes or strategies, or rely too much on paraphrase. The writing generally conveys the writer's ideas but may suggest immature control.
- 3 Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about Abbey's attitudes and strategies or less consistent in their control of language.

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Question 1 (cont'd.)

- 2** Essays earning a score of 2 demonstrate little success in characterizing and analyzing Abbey's attitudes. These essays may offer vague generalizations, merely list techniques, seriously misread the passage, or substitute simpler tasks such as summarizing the passage. The writing often demonstrates consistent weaknesses.
- 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 the Exam Leader for assistance. Always show the Exam Leader books that seem to have no response or that contain responses that seem unrelated to the question.

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. Therefore, the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Instead, evaluate the essays as drafts, 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. These 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 rhetoric of both and explain what leads Caesar to acquiesce to Decius. They refer to the text, explicitly or implicitly, assessing the specific elements of each argument and how Caesar responds to them. The writing is effective but 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 rhetoric of both and explain what leads Caesar to acquiesce to Decius, but their discussion is more limited. While the essays refer to the text explicitly or implicitly, they offer a less convincing explanation of how the specific arguments develop. The writing is generally clear but may contain lapses in diction or syntax.
- 5 Essays earning a score of 5 analyze the rhetoric of both and explain what leads Caesar to acquiesce to Decius, but they may provide uneven or inconsistent analyses. They may treat the arguments in a superficial way or demonstrate a limited understanding of how Caesar interprets and responds to them. The writing usually conveys the writer's ideas but may contain lapses in diction or syntax.
- 4 Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent or merely touch on the rhetoric of Calphurnia's and Decius's arguments, identify specific rhetorical strategies without adequately discussing their function, or rely too much on paraphrase. The writing generally conveys the writer's ideas but may suggest immature control.
- 3 Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about the competing arguments or less consistent in their control of language.

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Question 2 (cont'd.)

- 2** Essays earning a score of 2 demonstrate little success in analyzing the rhetoric of both or explaining what affected Caesar's decision. These essays may offer vague generalizations, merely list rhetorical strategies, seriously misread the passage, or substitute simpler tasks such as summarizing the plot of the excerpts. The writing often demonstrates consistent weaknesses.
- 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 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 the Exam Leader for assistance. Always show the Exam Leader books that seem to have no response or that contain responses that seem unrelated to the question.

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. Therefore, the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Instead, evaluate the essays as drafts, 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. These 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 successfully characterize Berry's argument and establish and support their position on his argument, using appropriate evidence. The writing is effective but not flawless.
- 7 Essays earning a score of 7 fit the description of 6 essays but are distinguished by more complete or purposeful argumentation or by a more mature prose style.
- 6 Essays earning a score of 6 adequately characterize Berry's argument and establish and support their position on his argument. Their arguments are generally sound and provide sufficient evidence, but they are less developed or less cogent than essays earning higher scores. The writing is generally clear but may contain lapses in diction or syntax.
- 5 Essays earning a score of 5 characterize Berry's argument and establish and support their position on his argument, but their arguments may be inconsistent or unevenly developed. The writing usually conveys the writer's ideas but may contain lapses in diction or syntax.
- 4 Essays earning a score of 4 respond to the prompt inadequately. They may have difficulty characterizing Berry's argument or in establishing a position on his argument, may use unconvincing evidence, or may be insufficiently developed. The writing generally conveys the writer's ideas but may suggest immature control.
- 3 Essays earning a score of 3 meet the criteria for the score of 4 but are less successful in developing their position or less consistent in their control of language.

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Question 3 (cont'd.)

- 2** Essays earning a score of 2 demonstrate little success in characterizing Berry's argument or in developing their position on his argument. These essays may fail to present an argument, respond with unrelated ideas or inappropriate evidence, or substitute a simpler task such as summary. They may seriously misread the passage or make unsubstantiated claims. The writing often demonstrates consistent weaknesses.
- 1** Essays earning a score of 1 meet the criteria for the 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.