



AP English Language and Composition 2001 Scoring Guidelines

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2001 AP[®] ENGLISH LANGUAGE AND COMPOSITION SCORING GUIDELINES

Question 1

At the AP Reading, faculty consultants were given the following **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 your Table Leader for assistance. Always show your Table 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 essay as a draft, 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 rhetorical strategies that Marian Lewes uses to establish her position. They refer to the passage explicitly or implicitly and explain the function of specific strategies. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is 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 rhetorical strategies that Marian Lewes uses to establish her position. They refer to the passage, explicitly or implicitly, but their explanation of specific strategies is more limited. The writing may contain lapses in diction or syntax, but generally the prose is clear.
- 5 Essays earning a score of 5 analyze Lewes' strategies, but they may provide uneven or inconsistent explanations of how these strategies work. While the writing may contain lapses in diction or syntax, it usually conveys ideas adequately.
- 4 Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent Lewes' position, analyze her strategies inaccurately, or offer little discussion of specific strategies. The prose generally conveys the writer's ideas but may suggest immature control of writing.
- 3 Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about Lewes' strategies or less consistent in controlling the elements of writing.

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Question 1 (cont'd.)

- 2** Essays earning a score of 2 demonstrate little success in analyzing Lewes' strategies. These essays may offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list techniques. The prose often demonstrates consistent weaknesses in writing.
- 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

At the AP Reading, faculty consultants were given the following **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 your Table Leader for assistance. Always show your Table 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 essay as a draft, 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 how Oliver's style shows the complexity of her response to nature. They refer to the text, explicitly or implicitly, assessing how specific elements of style convey the complexity of her response. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is 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 relationship of Oliver's style to the complexity it conveys, but their discussion is more limited. While the essays refer to the text, explicitly or implicitly, they offer a less convincing explanation of how specific elements of style function. The writing may contain lapses in diction or syntax, but generally the prose is clear.
- 5 Essays earning a score of 5 analyze Oliver's use of style, but they may provide uneven or inconsistent analyses. They may treat her style in a superficial way or demonstrate a limited understanding of the relationship between her style and the complexity of the experience that it conveys. While the writing may contain lapses in diction or syntax, it usually conveys ideas adequately.
- 4 Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent or merely touch on the relationship between Oliver's style and the way in which it conveys complexity or identify techniques without providing adequate discussion of their function. The prose generally conveys the writer's ideas but may suggest immature control of writing.

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Question 2 (cont'd.)

- 3** Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about Oliver's style or less consistent in controlling the elements of writing.
- 2** Essays earning a score of 2 demonstrate little success in analyzing how Oliver's style conveys the complexity of her response. These essays may offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list techniques. The prose often demonstrates consistent weaknesses in writing.
- 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

At the AP Reading, faculty consultants were given the following **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 your Table Leader for assistance. Always show your Table 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 essay as a draft, 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 establish and support their position on whether photography limits our understanding of the world, using appropriate evidence. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.
- 7 Essays earning a score of 7 fit the description of 6 essays but are distinguished by more complete or more purposeful argumentation or by a more mature prose style.
- 6 Essays earning a score of 6 adequately establish and support their position on whether photography limits our understanding of the world. Their arguments are generally sound and provide sufficient evidence, but they are less developed or less cogent than essays earning higher scores. The writing may contain lapses in diction or syntax, but generally the prose is clear.
- 5 Essays earning a score of 5 establish and support their position on whether photography limits our understanding of the world, but their arguments may be inconsistent or unevenly developed. While the writing may contain lapses in diction or syntax, it usually conveys ideas adequately.
- 4 Essays earning a score of 4 respond to the prompt inadequately. They may have difficulty establishing a position on whether photography limits our understanding of the world, may use unconvincing evidence, or may be insufficiently developed. The prose generally conveys the writer's ideas but may suggest immature control of writing.
- 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 controlling the elements of writing.

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Question 3 (cont'd.)

- 2** Essays earning a score of 2 demonstrate little success in developing their position. These essays may fail to present an argument, substitute a simpler task such as summary, or respond with unrelated ideas or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.
- 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 writing.
- 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.