



## AP<sup>®</sup> English Language 1999 Scoring Guidelines

**The materials included in these files are intended for non-commercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.**

These materials were produced by Educational Testing Service (ETS), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>™</sup>, the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>), and Pacesetter<sup>®</sup>. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2001 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, and the acorn logo are registered trademarks of the College Entrance Examination Board.

# AP<sup>®</sup> ENGLISH LANGUAGE 1999 SCORING GUIDELINES

## Question 1

At the AP Reading, faculty consultants were given the following **General Directions**:

- The score you assign each essay should reflect your judgment of its quality as a whole.
- Reward writers for what they do well in response to the question.
- Remember that students had 40 minutes to read and write. The essays should thus be thought of as comparable to essays produced in final exams, not judged by standards appropriate for out-of-class writing assignments.
- All essays, even those scored 8 and 9, are likely to exhibit occasional flaws in analysis or in prose style and mechanics; such lapses should enter into your holistic judgment of the essay's quality.
- In no case should an essay with many distracting errors in grammar and mechanics be scored higher than 2.

- 9:** Essays earning a score of 9 meet all the criteria for 8 papers and in addition are especially full or apt in their analysis or demonstrate particularly impressive stylistic control.
- 8:** Essays earning a score of 8 effectively analyze how the differing styles of the two descriptions reveal each writer's purpose. They refer to the texts, directly or indirectly, assessing how selection and organization of detail, tone, point of view, syntax, and diction convey each writer's aim. 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 more complex analysis or demonstrate more mature prose style.
- 6:** Essays earning a score of 6 clearly understand the relationship between stylistic choice and purpose and adequately analyze that relationship. Referring to the texts, directly or indirectly, these essays compare the writers' use of specific stylistic elements in revealing purpose. A few lapses in diction or syntax may be present, but generally the prose of 6 essays demonstrates control of ideas and writing.
- 5:** Essays earning a score of 5 analyze stylistic techniques, but their discussion of varying styles and purposes in the two passages is limited. They may treat techniques of style in a superficial way or develop ideas about purpose inconsistently. A few lapses in diction or syntax may be present, but usually the prose in 5 essays conveys the writers' ideas.
- 4:** Essays earning a score of 4 inadequately respond to the question's tasks. They may misrepresent or merely touch on purpose, analyze stylistic elements inaccurately, or identify techniques without much development or understanding. The prose of 4 essays may convey the writers' ideas but may suggest immature control over organization, diction, or syntax.
- 3:** Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about how the techniques of style convey varying purposes or less consistent in controlling elements of writing.
- 2:** Essays earning a score of 2 demonstrate little success in analyzing the stylistic elements that convey varying purposes in the two passages. They may lack development or substitute simpler tasks by summarizing passages or simply listing stylistic elements. They may misunderstand or ignore purpose. The prose of 2 papers often reveals 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 the score of 2 but in addition are especially simplistic in their ideas 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.

# AP<sup>®</sup> ENGLISH LANGUAGE 1999 SCORING GUIDELINES

## Question 2

At the AP Reading, faculty consultants were given the following **General Directions**:

- The score you assign each essay should reflect your judgment of its quality as a whole.
- Reward writers for what they do well in response to the question.
- Remember that students had 40 minutes to read and write. The essays should thus be thought of as comparable to essays produced in final exams, not judged by standards appropriate for out-of-class writing assignments.
- All essays, even those scored 8 and 9, are likely to exhibit occasional flaws in analysis or in prose style and mechanics; such lapses should enter into your holistic judgment of the essay's quality.
- In no case should an essay with many distracting errors in grammar and mechanics be scored higher than 2.

- 9:** Essays earning a score of 9 meet all the criteria for 8 papers and in addition are especially full or apt in their analysis or demonstrate particularly impressive stylistic control.
- 8:** Essays earning a score of 8 effectively analyze the rhetorical strategies Kincaid employs to convey her attitude about England. They refer to the passage directly or indirectly and explain convincingly how specific strategies such as choice of detail, development of persona, creation of tone, and use of figurative language contribute to an understanding of the writer's attitude. 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 employ more complete analysis or more mature prose style.
- 6:** Essays earning a score of 6 adequately analyze how the rhetorical strategies Kincaid employs in her narrative reveal her attitude about England. They refer to the passage directly or indirectly, and they recognize Kincaid's attitude and how it is conveyed by strategies such as choice of detail, development of persona, creation of tone, and use of figurative language. A few lapses in diction or syntax may be present, but generally the prose of 6 essays conveys ideas clearly.
- 5:** Essays earning a score of 5 analyze Kincaid's rhetorical techniques, but the development of those techniques or the understanding of Kincaid's attitude is limited. They may treat techniques superficially or develop ideas about Kincaid's attitude inconsistently. A few lapses in diction or syntax may appear, but usually the prose in these essays conveys the writers' ideas adequately.
- 4:** Essays earning a score of 4 inadequately respond to the question's tasks. They may misrepresent Kincaid's attitude or analyze rhetorical strategies inaccurately or with little understanding of how strategies reveal her attitude. The prose of 4 essays may convey the writers' ideas adequately but may suggest immature control over organization, diction, or syntax.
- 3:** Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about how rhetorical strategies convey attitude or less consistent in controlling elements of writing.
- 2:** Essays earning a score of 2 demonstrate little success in analyzing how rhetorical strategies convey Kincaid's attitude about England. These essays may pay little attention to rhetorical features and generalize about, or seriously misread, attitude or tone. They may simply paraphrase or comment on the passage without analyzing strategies. The prose of 2 papers often reveals 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 the score of 2 but are especially simplistic in their discussion or weak in controlling elements 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.

# AP<sup>®</sup> ENGLISH LANGUAGE 1999 SCORING GUIDELINES

## Question 3

At the AP Reading, faculty consultants were given the following **General Directions**:

- The score you assign each essay should reflect your judgment of its quality as a whole.
- Reward writers for what they do well in response to the question.
- Remember that students had 40 minutes to read and write. The essays should thus be thought of as comparable to essays produced in final exams, not judged by standards appropriate for out-of-class writing assignments.
- All essays, even those scored 8 and 9, are likely to exhibit occasional flaws in analysis or in prose style and mechanics; such lapses should enter into your holistic judgment of the essay's quality.
- In no case should an essay with many distracting errors in grammar and mechanics be scored higher than 2.

- 9:** Essays earning a score of 9 meet all the criteria for 8 papers and in addition are especially full or apt in their analysis or demonstrate particularly impressive stylistic control.
- 8:** Essays earning a score of 8 effectively evaluate Teiresias's assertion about goodness and pride as "the only crime." They present a well-developed argument in support of their position by using appropriate examples from the writers' reading, knowledge, or experience. The prose of 8 essays 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 evaluation of the assertion and more persuasive arguments or stronger prose style.
- 6:** Essays earning a score of 6 adequately evaluate Teiresias's assertion and take a position on his claim. They present arguments that are generally sound and use appropriate examples, but they are less developed or less cogent than essays earning higher scores. A few lapses in diction or syntax may be present, but for the most part the prose of 6 essays conveys the writers' ideas clearly.
- 5:** Essays earning a score of 5 understand the task, take a position on Teiresias's claim, and evaluate the validity of the assertion. Their arguments are generally clear but are limited, inconsistent, or unevenly developed. A few lapses in diction or syntax may be evident, but for the most part the prose of 5 essays conveys the writers' ideas clearly.
- 4:** Essays earning a score of 4 inadequately respond to the question's tasks. They may misunderstand, misrepresent, or oversimplify the assertion advanced by Teiresias. They may use examples that are inappropriate or insufficient to develop their own position. The prose of 4 essays usually conveys the writers' ideas but may suggest immature control over organization, syntax, or diction.
- 3:** Essays earning a score of 3 meet the criteria for the score of 4 but are less persuasive in evaluating and defending a position or less consistent in controlling elements of writing.
- 2:** Essays earning a score of 2 achieve little success in evaluating Teiresias's assertion. These essays may misread the passage or substitute a simpler task, not developing an argument but merely summarizing or tangentially responding to the question with unrelated or inappropriate examples. The prose of 2 essays often reveals consistent weaknesses such as a lack of organization, faulty syntax, or poor diction.
- 1:** Essays earning a score of 1 meet the criteria for the score of 2 but in addition are especially simplistic in their ideas 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.