



AP[®] English Language and Composition 2014 Scoring Guidelines

© 2014 The College Board. College Board, Advanced Placement Program, AP, AP Central, and the acorn logo are registered trademarks of the College Board.

Visit the College Board on the Web: www.collegeboard.org.

AP Central is the official online home for the AP Program: apcentral.collegeboard.org.

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2014 SCORING GUIDELINES

Question 1

The essay score should reflect 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 it 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 a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

9 – Essays earning a score of 9 meet the criteria for the 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** evaluate whether college is worth its cost. They develop their argument by effectively synthesizing* at least three of the sources. The evidence and explanations used are appropriate and convincing, and the link between the sources and the writer's argument is strong. 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 the 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** evaluate whether college is worth its cost. They develop their argument by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient, and the link between the sources and the writer's argument is apparent. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 – Essays earning a score of 5 evaluate whether college is worth its cost. They develop their argument by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer's position, but the link between the sources and the writer's argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 – Inadequate

Essays earning a score of 4 **inadequately** evaluate whether college is worth its cost. They develop their argument by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or unconvincing. The sources may dominate the writer's attempts at development; the link between the sources and the writer's argument may be weak; or the writer may misunderstand, misrepresent, or oversimplify the sources. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2014 SCORING GUIDELINES

Question 1 (continued)

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in evaluating whether college is worth its cost. They are less perceptive in demonstrating 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 evaluating whether college is worth its cost. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The link between the sources and the writer’s argument is weak or absent. These essays may misread the sources, fail to develop a position, 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 essays that score 2 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 the score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or they do not use or even allude to one source.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, synthesis means using sources to develop a position and citing them accurately.

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2014 SCORING GUIDELINES

Question 2

The essay score should reflect 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 a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

9 – Essays earning a score of 9 meet the criteria for the 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 the rhetorical strategies Adams uses to advise her son. 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 the 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 the rhetorical strategies Adams uses to advise her son. 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 the rhetorical strategies Adams uses to advise her son. 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 writer's ideas.

4 – Inadequate

Essays earning a score of 4 **inadequately** analyze the rhetorical strategies Adams uses to advise her son. These essays may misunderstand the passage, misrepresent the strategies Adams uses, or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Adams uses to advise her son. They are less perceptive in their understanding of the passage or Adams's strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2014 SCORING GUIDELINES

Question 2 (continued)

2 – Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical strategies Adams uses to advise her son. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Adams 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 the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2014 SCORING GUIDELINES

Question 3

The score should reflect 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 a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

9 – Essays earning a score of 9 meet the criteria for the 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** explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. 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 the 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** explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. The evidence and explanations used are appropriate and sufficient, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 – Essays earning a score of 5 explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. 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 writer's ideas.

4 – Inadequate

Essays earning a score of 4 **inadequately** explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in explaining what the writer means by creativity *and* arguing for or against the creation of a class in creativity. The essays may show less maturity in control of writing.

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2014 SCORING GUIDELINES

Question 3 (continued)

2 – Little Success

Essays earning a score of 2 demonstrate **little success** in explaining what the writer means by creativity *and* arguing for or against the creation of a class in creativity. These essays may demonstrate misunderstanding of 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 the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, argument means asserting a claim justified by evidence and/or reasoning