



## **AP<sup>®</sup> English Language and Composition 2004 Scoring Guidelines Form B**

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**AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION**  
**2004 SCORING GUIDELINES (Form B)**

**Question 1**

**General Directions:** This scoring guide will be useful for most of the papers you read. If it seems inappropriate for a specific paper, 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. Do not assign a score of 0 or – without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All papers, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

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**9** Papers 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** Papers earning a score of 8 effectively define Carson's central argument and analyze the rhetorical strategies she uses to construct this argument. These papers may refer to the passage explicitly or implicitly. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7** Papers earning a score of 7 fit the description of 6 papers but provide a more complete analysis or demonstrate a more mature prose style.

**6** Papers earning a score of 6 adequately define Carson's central argument and analyze the rhetorical strategies she uses to construct this argument. These papers may refer to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Papers earning a score of 5 define Carson's central argument and analyze the rhetorical strategies she uses to construct this argument, but do so unevenly, inconsistently, or insufficiently. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

**4** Papers earning a score of 4 inadequately define Carson's central argument and analyze the rhetorical strategies she uses to construct this argument. They may inadequately define Carson's central argument, offer little discussion of how the rhetorical strategies support the argument, misrepresent these strategies, or analyze incorrectly their relation to the argument. The prose generally conveys the writer's ideas but may suggest immature control of writing.

**3** Papers earning a score of 3 meet the criteria for a score of 4 but are less perceptive about defining Carson's argument and analyzing how the rhetorical strategies she uses support that argument or less consistent in controlling the elements of writing.

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**Question 1 (cont'd.)**

**2** Papers earning a score of 2 demonstrate little success in defining Carson's central argument and analyzing the rhetorical strategies she uses to construct this argument. These papers may misunderstand the prompt, offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list rhetorical strategies. The prose often demonstrates consistent weaknesses in writing.

**1** Papers earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their analysis, 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 papers you read. If it seems inappropriate for a specific paper, 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. Do not assign a score of 0 or – without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All papers, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

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**9** Papers 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 and sophisticated control of language.

**8** Papers earning a score of 8 effectively analyze the nature of the writer's arguments and evaluate their validity for our time. These papers may refer to the passage explicitly or implicitly. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7** Papers 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** Papers earning a score of 6 adequately analyze the nature of the writer's arguments and evaluate their validity for our time. These papers may refer to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Papers earning a score of 5 analyze the nature of the writer's arguments and evaluate their validity for our time, but do so unevenly, inconsistently, or insufficiently. The writing may contain lapses in diction or syntax but usually conveys the writer's ideas adequately.

**4** Papers earning a score of 4 inadequately analyze the nature of the writer's arguments and evaluate their validity for our time. These papers may offer little discussion, misrepresent, or analyze inaccurately the writer's arguments. The prose generally conveys the writer's ideas but may suggest immature control of writing.

**3** Papers earning a score of 3 meet the criteria for the score of 4, but are less perceptive in their analysis of the argument or less consistent in controlling the elements of writing.

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**Question 2 (cont'd.)**

**2** Papers earning a score of 2 demonstrate little success in analyzing the writer's arguments and evaluating the validity for our time. These papers may misunderstand the prompt, offer vague generalizations, or substitute simpler tasks such as summarizing the passage. The prose often demonstrates consistent weaknesses in writing.

**1** Papers 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 papers you read. If it seems inappropriate for a specific paper, 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. Do not assign a score of 0 or – without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All papers, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

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**9** Papers earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.

**8** Papers earning a score of 8 effectively examine the relationship between unspoken rules and belonging. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7** Papers earning a score of 7 fit the description of 6 papers, but provide a more complete explanation and argument or demonstrate a more mature prose style.

**6** Papers earning a score of 6 adequately examine the relationship between unspoken rules and belonging. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Papers earning a score of 5 examine the relationship between unspoken rules and belonging. These papers may, however, provide uneven, inconsistent, or limited explanations of how the connection works. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

**4** Papers earning a score of 4 inadequately examine the relationship between unspoken rules and belonging. The evidence used may be insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.

**3** Papers earning a score of 3 meet the criteria for a score of 4, but demonstrate less success in examining the relationship between unspoken rules and belonging, and less control of writing.

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**Question 3 (cont'd.)**

**2** Papers earning a score of 2 demonstrate little success in examining the relationship between unspoken rules and belonging. These papers may misunderstand the prompt, fail to examine the relationship between unspoken rules and belonging, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

**1** Papers earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and 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.