



## **AP<sup>®</sup> English Language and Composition 2005 Scoring Guidelines**

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**AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION**  
**2005 SCORING GUIDELINES**

**Question 1**

The score should reflect a judgment of the quality of the essay as a whole. 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 flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

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

**8      **Effective****

Essays earning a score of 8 respond to the prompt **effectively**. They identify what the writer believes to be Kennan's most compelling observation, effectively argue the extent to which that observation holds true, and support the argument with appropriate evidence. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7** Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete explanation and argument or demonstrate a more mature prose style.

**6      **Adequate****

Essays earning a score of 6 respond to the prompt **adequately**. They identify what the writer believes to be Kennan's most compelling observation, adequately argue the extent to which that observation holds true, and support the argument with appropriate evidence. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 identify what the writer believes to be Kennan's most compelling observation, argue the extent to which that observation holds true, and support the argument with appropriate evidence. These essays may, however, provide uneven, inconsistent, or limited explanations, arguments, and/or evidence. 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 respond to the prompt **inadequately**. They may have difficulty identifying what the writer believes to be Kennan's most compelling observation or arguing the extent to which that observation holds true, and the evidence used may be insufficient. 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 a score of 4 but demonstrate less success in identifying what the writer believes to be Kennan's most compelling observation, arguing the extent to which that observation holds true, and supporting the argument with appropriate evidence. The essays may show less control of writing.

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**2005 SCORING GUIDELINES**

**Question 1 (continued)**

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in identifying what the writer believes to be Kennan's most compelling observation, arguing the extent to which that observation holds true, and supporting the argument with appropriate evidence. These essays may misunderstand the prompt; fail to identify Kennan's most compelling observation, argue the extent to which that observation holds true, and support the argument with appropriate evidence; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation, arguments, and/or evidence. The prose often demonstrates consistent weaknesses in writing.

**1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, argument, and/or evidence, or weak in their control of language.

**0** Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.

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**2005 SCORING GUIDELINES**

**Question 2**

The score should reflect a judgment of the quality of the essay as a whole. 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 flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

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**9** Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language.

**8      **Effective****

Essays earning a score of 8 **effectively** analyze the strategies used in the article to satirize how products are marketed to consumers. These essays 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** Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete analysis or demonstrate a more mature prose style.

**6      **Adequate****

Essays earning a score of 6 **adequately** analyze the strategies used in the article to satirize how products are marketed to consumers. These essays may refer 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 strategies used in the article to satirize how products are marketed to consumers 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      **Inadequate****

Essays earning a score of 4 respond to the prompt **inadequately**. They may offer little discussion of the strategies used in the article to satirize how products are marketed to consumers, misrepresent those strategies, or analyze them incorrectly. 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 a score of 4 but are less perceptive about the strategies used in the article to satirize how products are marketed to consumers and/or less consistent in controlling the elements of writing.

**2      **Little Success****

Essays earning a score of 2 demonstrate **little success** in analyzing the strategies used in the article to satirize how products are marketed to consumers. These essays 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.

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2005 SCORING GUIDELINES**

**Question 2 (continued)**

**1** Essays 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** Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.

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**2005 SCORING GUIDELINES**

**Question 3**

The score should reflect a judgment of the quality of the essay as a whole. 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 flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

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

**8      **Effective****

Essays earning a score of 8 **effectively** evaluate the pros and cons of Singer's argument and clearly indicate which position the writer finds more persuasive. 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** Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete explanation and argument or demonstrate a more mature prose style.

**6      **Adequate****

Essays earning a score of 6 **adequately** evaluate the pros and cons of Singer's argument and indicate which position the writer finds more persuasive. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 evaluate the pros and cons of Singer's argument and indicate which position the writer finds more persuasive. These essays may, however, provide uneven, inconsistent, or limited evaluations of the pros and cons of Singer's argument and/or the writer's views on which position he or she finds more persuasive. 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 respond to the prompt **inadequately**. They may have difficulty evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. The evidence used may be insufficient. 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 a score of 4 but demonstrate less success in evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. The essays may show less control of writing.

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2005 SCORING GUIDELINES**

**Question 3 (continued)**

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. These essays may misunderstand the prompt; fail to evaluate the pros and cons of Singer's argument and/or indicate which position the writer finds more persuasive; 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** Essays 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** Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.