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# **AP<sup>®</sup> English Language and Composition 2015 Scoring Guidelines**

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# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2015 SCORING GUIDELINES

### Question 1

The essay's 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 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 your holistic evaluation of an essay's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

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**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** argue a position on whether a school should establish, maintain, reconsider, or eliminate an honor code or honor system. They develop their argument by effectively synthesizing\* at least three of the sources. The evidence and explanations used are appropriate and convincing. Their 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** argue a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They develop their argument by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

**5** – Essays earning a score of 5 argue a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They develop their argument by synthesizing at least three sources, but how they use and explain sources may be uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

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## 2015 SCORING GUIDELINES

### Question 1 (continued)

#### 4 – Inadequate

Essays earning a score of 4 **inadequately** argue a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. 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 student's attempts at development, the link between the argument and the sources may be weak, or the student 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.

**3** – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in arguing a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in their control of writing.

#### 2 – Little Success

Essays earning a score of 2 demonstrate **little success** in arguing a position on whether a school should establish, maintain, revise, or eliminate an honor code or honor system. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. The student 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 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 do not allude to or cite even 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.

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### Question 2

The essay's 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 your holistic evaluation of an essay's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

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**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 choices Chavez makes to develop his argument about nonviolent resistance. 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 choices Chavez makes to develop his argument about nonviolent resistance. 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 choices Chavez makes to develop his argument about nonviolent resistance. 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 choices Chavez makes to develop his argument about nonviolent resistance. The student may misunderstand the passage, misrepresent the strategies Chavez uses, or 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.

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**Question 2 (continued)**

**3** – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. They are less perceptive in their understanding of the passage or Chavez’s strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in their control of writing.

**2 – Little Success**

Essays earning a score of 2 demonstrate **little success** in analyzing the rhetorical choices Chavez makes to develop his argument about nonviolent resistance. The student may misunderstand the prompt, misread the passage, fail to analyze the strategies Chavez 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.

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### Question 3

The essay's 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 your holistic evaluation of an essay's overall quality. In no case should you give a score higher than a 2 to a paper with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

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**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** develop a position on the value or function of polite speech in a culture or community with which the student is familiar. 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** develop a position on the value or function of polite speech in a culture or community with which the student is familiar. 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 develop a position on the value or function of polite speech in a culture or community with which the student is familiar. 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** develop a position on the value or function of polite speech in a culture or community with which the student is familiar. 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 developing a position on the value or function of polite speech in a culture or community with which the student is familiar. The essays may show less maturity in their control of writing.

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## 2015 SCORING GUIDELINES

### Question 3 (continued)

#### 2 – Little Success

Essays earning a score of 2 demonstrate **little success** in developing a position on the value or function of polite speech in a culture or community with which the student is familiar. The student may misunderstand 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 and development.

**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.