

2020

AP[®]

CollegeBoard

AP[®] English Language and Composition

Scoring Guidelines

Rhetorical Analysis - Johnson

Rhetorical Analysis

6 points

On April 9, 1964, Claudia “Lady Bird” Johnson, who was at the time the First Lady of the United States, gave the following speech at the first anniversary luncheon of the Eleanor Roosevelt Memorial Foundation. The foundation is a nonprofit division of the Franklin D. Roosevelt Presidential Library dedicated to the works of former First Lady Eleanor Roosevelt, who passed away in 1962. Read the passage carefully. Write an essay that analyzes the rhetorical choices Johnson makes to achieve her purpose of paying tribute to Eleanor Roosevelt.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

AP English Language and Composition 2020 Scoring Guidelines

Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt.
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Johnson makes to achieve her purpose of paying tribute to Eleanor Roosevelt.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> <i>“Johnson uses rhetorical choices to achieve her purpose of paying tribute to Eleanor Roosevelt.”</i> <p>Make a claim but do not address the writer’s rhetorical choices</p> <ul style="list-style-type: none"> <i>“Johnson praises Eleanor Roosevelt, stating that the First Lady was kind and more importantly that she represented American ideals to the world.”</i> <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> <i>“Johnson pays tribute to Roosevelt by saying that “it was her goodness that made her so great.”</i> 	<p>Examples that earn this point:</p> <p>Present a defensible thesis that analyzes the writer’s rhetorical choices</p> <ul style="list-style-type: none"> <i>“Johnson lists important examples from Eleanor Roosevelt’s work with others to pay tribute to her life.”</i> <i>“In her speech given at the first anniversary luncheon of the Eleanor Roosevelt Memorial Foundation, Claudia Johnson uses rhetorical questions, aphorisms, and her arrangement of sentences to effectively pay tribute to the former First Lady, Eleanor Roosevelt.”</i> <i>“In her address to the Eleanor Roosevelt Memorial Foundation on the occasion of its first anniversary luncheon, Claudia “Lady Bird” Johnson presents inspiring words, arguing that Eleanor Roosevelt’s greatest strength was in refusing to remain silent when faced with injustice. To make this point, John appeals to the audience’s emotion, provides proof of Roosevelt’s effect on the international community, and looks to other great figures whose words aligned with Roosevelt’s.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 	

AP English Language and Composition 2020 Scoring Guidelines

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<p>Row B Evidence AND Commentary (0-4 points)</p>	<p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message.</p>	<p>4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple rhetorical choices in the passage contribute to the writer’s argument, purpose, or message.</p>	
	Decision Rules and Scoring Notes					
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of a passage rather than specific details or techniques. • Mention rhetorical choices with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of rhetorical choices contributes to the student’s interpretation of the passage. 	
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage. 					

AP English Language and Composition 2020 Scoring Guidelines

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Row C Sophistication (0-1 points)	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). • Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. • Oversimplify complexities in the text. • Use complicated or complex sentences or language that is ineffective because it does not enhance the analysis. 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> 1. Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation). 2. Explaining a purpose or function of the passage’s complexities or tensions. 3. Employing a style that is consistently vivid and persuasive.
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the argument, not merely a phrase or reference. 	