

AP[®] ENGLISH LITERATURE AND COMPOSITION 2006 SCORING GUIDELINES

Question 1

(Robert Penn Warren's "Evening Hawk")

The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These essays offer a persuasive analysis of the language the poet uses to describe the scene and to convey mood and meaning. Although these essays offer a range of interpretations and choose to emphasize different poetic techniques, these papers provide convincing readings of the poem and demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of a 9 essay, especially persuasive.
- 7–6** These competent essays offer a reasonable analysis of the language the poet uses to describe the scene and to convey mood and meaning. They are less thorough or less precise in their discussion of the themes and techniques, and their analysis of the relationship between the language and the themes is less convincing. These essays demonstrate the student's ability to express ideas clearly with references to the text, although they do not exhibit the same level of effective writing as the 9–8 papers. While essays scored 7–6 are generally well written, those scored a 7 demonstrate more sophistication in both substance and style.
- 5** These essays may respond to the assigned task with a plausible reading of the poem, but they may be superficial in analysis of theme and technique. They often rely on paraphrase but paraphrase that contains some analysis, implicit or explicit. Their analysis of the language of the poem may be vague, formulaic, or inadequately supported by references to the text. There may be minor misinterpretations. These students demonstrate control of language, but the writing may be marred by surface errors. These essays are not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of the language of the poem. The analysis may be partial, unconvincing, or irrelevant. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a 3 may contain significant misreadings and/or demonstrate inept writing.
- 2–1** These essays compound the weaknesses of the papers in the 4–3 range. Although some attempt has been made to respond to the prompt, the student's assertions are presented with little clarity, organization, or support from the poem. They may contain serious errors in grammar and mechanics. These essays may offer a complete misreading or be unacceptably brief. Essays scored a 1 contain little coherent discussion of the poem.
- 0** These essays give a response with no more than a reference to the task.
- These essays are either left blank or are completely off topic.