

QOHS AP® ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTION 1
SCORING GUIDELINES

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 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 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.

9 ^{99 - 100} Essays earning a score of 9 meet the criteria for a score of 8 and, in addition, are especially sophisticated in their argument, thorough in development or impressive in their control of language.

8 ^{95 - 98} **Effective**

Essays earning a score of 8 effectively develop a position on whether the humorist should set boundaries or limits on her own speech. They develop their position 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 ^{90 - 94} Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development or a more mature prose style.

6 ^{85 - 90} **Adequate**

Essays earning a score of 6 adequately develop a position on whether the humorist should set boundaries or limits on her own speech. They develop their position 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 ^{80 - 84} Essays earning a score of 5 develop a position on whether the humorist should set boundaries or limits on her own speech. They develop their position by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent or limited. The argument is generally clear, and the sources generally develop the student'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 student's ideas adequately.

4 ^{75 - 79} **Inadequate**

Essays earning a score of 4 inadequately develop a position on whether the humorist should set boundaries or limits on her own speech. They develop their position by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient or less convincing. 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 student's ideas but may be less consistent in controlling the elements of effective writing.

3 ^{70 - 74} Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in developing a position on whether the humorist should set boundaries or limits on her own speech. 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 control of writing.

2 ^{65 - 69} **Little Success**

Essays earning a score of 2 demonstrate little success in developing a position on whether the humorist should set boundaries or limits on her own speech. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to develop a position that evaluates, 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 of these essays often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 ^{61 - 65} Essays earning a score of 1 meet the criteria for a 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 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.

* For the purposes of scoring, synthesis means referring to sources to develop a position whether a satirist should self-censor and citing them Accurately

8	95 - 98
7	90 - 94
6	85 - 90
5	80 - 84
4	75 - 79
3	70 - 74
2	65 - 69
1	61 - 65