

# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION 2015 SCORING GUIDELINES

*Rhetorical  
Analysis*

## 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.