

AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION  
2016 SCORING GUIDELINES

*Argument*

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 an essay with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

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.

*Argument - asserting a claim justified by evidence / reasoning*

8 – Effective

Essays earning a score of 8 **effectively** argue a position on the extent to which Wilde's claims are valid. 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** argue a position on the extent to which Wilde's claims are valid. 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 argue a position on the extent to which Wilde's claims are valid. 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 student's ideas.

4 – Inadequate

Essays earning a score of 4 **inadequately** argue a position on the extent to which Wilde's claims are valid. 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 student'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 the extent to which Wilde's claims are valid. The essays may show less maturity in their control of writing.

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### Question 3 (continued)

#### 2 – Little Success

Essays earning a score of 2 demonstrate **little success** in arguing a position on the extent to which Wilde's claims are valid. 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.)