AP® ENGLISH LANGUAGE & COMPOSITION
2002 SCORING GUIDELINES

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Question 1

General Directions: This scoring guide will be useful for most of the essays that you read. If it seems inappropriate for a specific essay, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write. Therefore, the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Instead, evaluate the essay as a draft, making certain that you reward students for what they do well. All essays, even those scored 8 and 9, may contain occasional flaws in analysis, prose style, or mechanics. These lapses should enter into your holistic evaluation of an essay's overall quality. In no case should you score an essay with many distracting errors in grammar and mechanics higher than a 2.

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9 Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language.

8 Essays earning a score of 8 effectively analyze the rhetorical strategies that President Lincoln uses to achieve his purpose. They refer to the passage, explicitly or implicitly, and explain the function of specific strategies. The writing is effective but not flawless.

7 Essays earning a score of 7 fit the description of 6 essays but provide a more complete analysis or demonstrate a more mature prose style.

6 Essays earning a score of 6 adequately analyze the rhetorical strategies that Lincoln uses to achieve his purpose. They refer to the passage, explicitly or implicitly, but their explanation of how specific strategies work is less effective or less developed. The writing is generally clear but may contain lapses in diction or syntax.

5 Essays earning a score of 5 analyze Lincoln's strategies, but they may provide uneven, inconsistent, or limited explanations of how these strategies work. The writing usually conveys the writer's ideas but may contain lapses in diction or syntax.

4 Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent Lincoln's purpose, analyze his strategies inaccurately, offer little discussion of specific strategies, or rely too much on paraphrase. The writing generally conveys the writer's ideas but may suggest immature control.

3 Essays earning a score of 3 meet the criteria for the score of 4 but are less perceptive about Lincoln's strategies or less consistent in their control of language.

2 Essays earning a score of 2 demonstrate little success in analyzing Lincoln's strategies. These essays may offer vague generalizations, merely list techniques, seriously misread the passage, or substitute simpler tasks such as summarizing the passage. The writing often demonstrates consistent weaknesses.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their discussion, or weak in their control of language.

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.