

Generic Scoring Guides / AP English Language and Composition

The following generic scoring guides may be useful when developing scoring guides for particular writing assignments for use in AP English Language and Composition or other English courses.

These holistic scoring guides are derived from instructional resources developed for the *Teacher's Guide to Analysis, Argument, and Synthesis* by John Brassil, Sandra Coker, and Carl Glover for Peoples Education.

Synthesis Writing Assignment Scoring Guidelines

Accomplished (A+ to A- grade range)

9 A paper at this level meets the criteria for one scored 8 and is especially sophisticated in its argument and synthesis of cited sources. The writing often demonstrates particularly impressive control of language.

8 A paper earning a score of 8 effectively meets the demands of the assignment, successfully presenting and arguing its position. The argument is purposeful, well developed, and effectively supported by the synthesis of the sources and other content. The writing demonstrates control of a wide range of the elements of effective composition.

Sufficient (B+ to B- grade range)

7 A paper at this level meets the criteria for one scored 6 but is distinguished by more complete or more purposeful argumentation and synthesis of cited sources, or a more mature prose style.

6 A paper earning a score of 6 sufficiently meets the demands of the assignment. The argument is generally sound and includes adequate synthesis of sources and content development. However, the argument is less developed or less cogent than seen in those papers earning higher scores. While the writing may contain lapses in diction or syntax, generally the prose is clear and communicative.

Uneven (C+ to C grade range)

5 A paper earning a score of 5 meets the demands of the assignment, supporting its position by synthesizing and citing sufficient sources. However, its argument and its use of the cited sources is somewhat uneven, inconsistent, or limited. Although the writer's argument is generally clear and the sources generally support the writer's position, the links between the sources and the argument may be somewhat strained. While the writing may contain lapses in diction or syntax, it usually conveys the writer's ideas.

Insufficient (C- to D+ grade range)

4 A paper earning a score of 4 inadequately meets the demands of the assignment. The attempted argument may lack substance, direction or development; the synthesis may misrepresent, misunderstand or oversimplify the content of cited sources. The links between the argument and the cited sources are tenuous or the number of sources used and other evidence is insufficient. While the writing generally conveys the writer's ideas it may demonstrate immature, inconsistent control of composition fundamentals.

3 A paper earning a score of 3 meets the criteria for one scored 4 but demonstrates less success in meeting the demands of the assignment, typically showing less understanding of cited sources, less success in developing its own position, or less control of writing.

Weak (D and lower grade range)

2 A paper earning a score of 2 demonstrates little success in meeting the demands of the assignment. Such a paper may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the assignment tangentially or by presenting simple summaries of the sources. The writing often demonstrates consistent weakness in composition fundamentals.

1 A paper at this level meets the criteria for one scored 2 but is especially simplistic or weak in its argument, fails cite any sources, or demonstrates remarkable weakness in composition fundamentals.

Rhetorical Analysis Writing Assignment Scoring Guidelines

Accomplished (A+ to A- grade range)

9 A paper at this level meets the criteria for one scored 8 and is especially full or apt in its analysis. The writing demonstrates particularly impressive control of language.

8 A paper earning a score of 8 effectively meets the demands of the assignment. Through responsive, thorough analysis and appropriate support, the paper demonstrates strong understanding of rhetorical features and tactics associated with assigned text. The writing demonstrates stylistic maturity by an effective command of sentence structure, diction, organization, and other elements of effective composition.

Sufficient (B+ to B- grade range)

7 A paper at this level meets the criteria for one scored 6 but is distinguished by more thorough analysis or a more mature prose style.

6 A paper earning a score of 6 sufficiently meets the demands of the assignment. The analysis is generally sound and indicates sufficient understanding of rhetorical features and tactics associated with assigned text. However, the explanation is more limited or less developed than seen in those papers earning higher scores. While the writing may contain lapses in diction or syntax, generally the prose is clear and communicative.

Uneven (C+ to C grade range)

5 A paper earning a score of 5 meets the demands of the assignment. However, a paper at this level suggests rather than indicates the writer's command of the reading and writing competencies required for success on the assignment. The analysis is uneven, inconsistent, or limited. While the writing may contain lapses in diction or syntax, it usually conveys the writer's ideas.

Insufficient (C- to D+ grade range)

4 A paper earning a score of 4 inadequately meets the demands of the assignment. The attempted analysis may lack understanding, accuracy, substance, or specificity. Development may be insufficient or marked by stray, piecemeal comments. While the writing generally conveys the writer's ideas it may demonstrate immature, inconsistent control of composition fundamentals.

3 A paper at this level meets the criteria for one scored 4 but demonstrates less success in meeting the demands of the assignment and less control of writing.

Weak (D and lower grade range)

2 A paper earning a score of 2 demonstrates little success in meeting the demands of the assignment. Such a paper may misunderstand the reading or substitute a simpler task such as offering generalizations, summarizing text, or merely listing devices. The writing often demonstrates consistent weakness in composition fundamentals.

1 A paper at this level meets the criteria for one scored 2 but is especially simplistic or weak in its analysis, poorly developed, or demonstrates remarkable weakness in composition fundamentals.

Argument Writing Assignment Scoring Guidelines

Accomplished (A+ to A- grade range)

9 A paper at this level meets the criteria for one scored 8 and is especially sophisticated in its argument. The writing often demonstrates particularly impressive control of language.

8 A paper earning a score of 8 effectively meets the demands of the assignment. The argument is purposeful and accomplished, featuring strong content and full development. The writing demonstrates control of a wide range of the elements of effective composition.

Sufficient (B+ to B- grade range)

7 A paper at this level meets the criteria for one scored 6 but is distinguished by more complete or more purposeful argumentation or a more mature prose style.

6 A paper earning a score of 6 sufficiently meets the demands of the assignment. The argument is generally sound and includes sufficient content development. However, the argument is less full or less cogent than seen in those papers earning higher scores. While the writing may contain lapses in diction or syntax, generally the prose is clear and communicative.

Uneven (C+ to C grade range)

5 A paper earning a score of 5 meets the demands of the assignment. However, a paper at this level provides uneven, inconsistent, or limited argument. While the writing may contain lapses in diction or syntax, it usually conveys the writer's ideas.

Insufficient (C- to D+ grade range)

4 A paper earning a score of 4 inadequately meets the demands of the assignment. The attempted argument may lack substance, direction, or development. The evidence used may be insufficient. While the writing generally conveys the writer's ideas it may demonstrate immature, inconsistent control of composition fundamentals.

3 A paper at this level meets the criteria for one scored 4 but demonstrates less success in meeting the demands of the assignment, typically showing less success in developing its position and less control of writing.

Weak (D and lower grade range)

2 A paper earning a score of 2 demonstrates little success in meeting the demands of the assignment. Such a paper may misunderstand the assignment; or fail to address vital elements; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The writing often demonstrates consistent weakness in composition fundamentals.

1 A paper at this level meets the criteria for one scored 2 but is especially simplistic or weak in its argument, poorly developed, or demonstrates remarkable weakness in composition fundamentals.