

AP[®] ENGLISH LITERATURE AND COMPOSITION

2013 SCORING GUIDELINES

Question 1

(Mary Oliver's "The Black Walnut Tree")

The score reflects the quality of the essay as a whole — its content, style, and mechanics. **Students are rewarded for what they do well.** The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These essays offer a persuasive analysis of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. These essays offer a range of interpretations; they provide convincing readings of both the ideas and Oliver's use of figurative language and other poetic techniques. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of essays scored a 9, especially persuasive.
- 7–6** These essays offer a reasonable analysis of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. They are less thorough or less precise in their discussion of the ideas and Oliver's use of figurative language and other poetic techniques, and their analysis of the relationship between the two is less thorough or convincing. These essays demonstrate the student's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9–8 responses. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family, but they tend to be superficial in their analysis of the ideas and of figurative language and other poetic techniques. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the relationship of the ideas or of Oliver's use of figurative language and other poetic techniques may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These essays demonstrate some control of language, but may be marred by surface errors. They are not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or it may ignore Oliver's ideas about the relationship between the tree and family or her use of figurative language and other poetic techniques. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The essays often demonstrate a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a 3 may contain significant misreading, demonstrate inept writing, or do both.

2004 Ap English Language And Composition Sample Essay

Denise Pivarnik-Nova



2004 Ap English Language And Composition Sample Essay:

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AP English Language and Composition 2004 Apex, Learning Apex, 2003-12 Three full length practice tests with detailed answers test taking strategies practice questions

CliffsNotes AP English Language and Composition, 4th Edition Barbara V. Swovelin, 2012-06-05 A new edition of the bestselling AP English Language from CliffsNotes Includes introductory chapters on the different question types you'll encounter on the exam Features four full length practice exams with detailed answer explanations and model essay responses

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Secondary Schools 2007 Thomson Peterson's,2006-04 Lists and describes schools in the United States and Canada

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Table of Contents 2004 Ap English Language And Composition Sample Essay

1. Understanding the eBook 2004 Ap English Language And Composition Sample Essay
 - The Rise of Digital Reading 2004 Ap English Language And Composition Sample Essay
 - Advantages of eBooks Over Traditional Books
2. Identifying 2004 Ap English Language And Composition Sample Essay
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an 2004 Ap English Language And Composition Sample Essay
 - User-Friendly Interface
4. Exploring eBook Recommendations from 2004 Ap English Language And Composition Sample Essay

- Personalized Recommendations
- 2004 Ap English Language And Composition Sample Essay User Reviews and Ratings
- 2004 Ap English Language And Composition Sample Essay and Bestseller Lists
- 5. Accessing 2004 Ap English Language And Composition Sample Essay Free and Paid eBooks
 - 2004 Ap English Language And Composition Sample Essay Public Domain eBooks
 - 2004 Ap English Language And Composition Sample Essay eBook Subscription Services
 - 2004 Ap English Language And Composition Sample Essay Budget-Friendly Options
- 6. Navigating 2004 Ap English Language And Composition Sample Essay eBook Formats
 - ePub, PDF, MOBI, and More
 - 2004 Ap English Language And Composition Sample Essay Compatibility with Devices
 - 2004 Ap English Language And Composition Sample Essay Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of 2004 Ap English Language And Composition Sample Essay
 - Highlighting and Note-Taking 2004 Ap English Language And Composition Sample Essay
 - Interactive Elements 2004 Ap English Language And Composition Sample Essay
- 8. Staying Engaged with 2004 Ap English Language And Composition Sample Essay
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers 2004 Ap English Language And Composition Sample Essay
- 9. Balancing eBooks and Physical Books 2004 Ap English Language And Composition Sample Essay
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection 2004 Ap English Language And Composition Sample Essay
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine 2004 Ap English Language And Composition Sample Essay
 - Setting Reading Goals 2004 Ap English Language And Composition Sample Essay
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of 2004 Ap English Language And Composition Sample Essay

- Fact-Checking eBook Content of 2004 Ap English Language And Composition Sample Essay
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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