

**AP® ENGLISH LITERATURE AND COMPOSITION
2009 SCORING GUIDELINES**

Question 3
(A Symbol)

The score reflects the quality of the essay as a whole—its content, its style, its 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 well-focused and persuasive analysis of how a symbol functions to reveal characters or themes in a novel or play. Using apt and specific textual support, the essays fully explore the symbol and its significance. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.

7–6 These essays offer a reasonable analysis of how a symbol functions to reveal characters or themes in a novel or play. The essays explore the symbol and demonstrate its significance. While the responses show insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the essays in the 9–8 range. Generally, 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, but they tend to be superficial or underdeveloped in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although students attempt to discuss the symbol's significance and how it functions to reveal characters or themes, they may demonstrate a rather simplistic understanding of the work. Typically, these essays reveal unsophisticated thinking and development. They demonstrate adequate control of language but may lack effective organization and be marred by surface errors.

4–3 These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work, or they may fail to establish the relationship between the symbol and the work's characters or themes. The essays may not address or develop the symbol's significance, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Sometimes woody or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may reflect serious misreading and demonstrate incompetent writing.

2–1 Although these essays make some attempt to respond to the prompt, they compound the weaknesses of essays in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. Remarks are presented with little clarity, organization, or supporting evidence. Particularly incompetent and/or incoherent essays are scored a 1.

0 These essays do no more than make a reference to the task.

— These essays are either left blank or are completely off topic.

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Judd E. Hollander

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Stance and Voice in Written Academic Genres Carmen Sancho Guinda,2012-09-24 Stance and Voice in Written Academic Genres brings together a range of perspectives on two of the most important and contested concepts in applied linguistics stance and voice International experts provide an accessible yet authoritative introduction to key issues and debates surrounding these terms

Critical Issues and Practices in Gifted Education Jonathan Plucker,Carolyn Callahan,2021-09-03 Critical Issues and Practices in Gifted Education is the definitive reference for a summary and evaluation of the literature on giftedness gifted education and talent development This third edition Presents more than 40 summaries of important topics in the field Features updates to all topics Introduces new topics including neuroscience and the roles of leaders in the field Dives into the latest research Explores how the research applies to gifted education and the lives of gifted learners This book also provides an objective assessment of the available knowledge on each topic offers guidance in the application of the research and suggests areas of needed research

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Sourcebook Northeast Edition Looseleaf 2010-11 ,2010-09 **College Admissions Data Sourcebook Northeast**

Edition Bound 2010-11 ,2010-09 *College Admissions Data Sourcebook Midwest Edition Bound 2010-11* ,2010-09

Quick Reference for Counselors ,2011 **Four-Year Colleges 2009** Peterson's,2008-06 Complete and up to date information on academics faculty research tuition sports and campus life at four year colleges in the U S and Canada

Private Secondary Schools: Traditional Day and Boarding Schools Peterson's,2011-05-01 Peterson's Private Secondary Schools Traditional Day and Boarding Schools is everything parents need to find the right day or boarding private secondary school for their child Readers will find hundreds of school profiles plus links to informative two page in depth descriptions written by some of the schools Helpful information includes the school's area of specialization setting affiliation accreditation subjects offered special academic programs tuition financial aid student profile faculty academic programs student life admission information contacts and much more

Veterinary Medical School Admission Requirements in the United

States and Canada Association of American Veterinary Medical Colleges,2004-05 This compact volume which is updated annually gives a general overview of the application process including detailed information on the Veterinary Medical Colleges Application Service and residency requirements Each of the 31 veterinary medical schools in the United States and Canada provides Information about campuses deadlines specific prerequisites expenses and special programs Extensive tables provide data on veterinary medical applications and acceptances over the last 19 years

More Than 17 Percent of Acceleration Courses and Exams Taken Do Not Result in College Credit, which Costs the State Almost \$6 Million

Florida. Office of Program Policy Analysis and Government Accountability,2009 **Michigan Postsecondary Handbook** ,2008 **College Credit for Writing in High School** Kristine Hansen,Christine Farris,2010 Edited by Kristine Hansen and Christine R Farris this collection explores various options that students have for taking care of the first year college writing

requirement including AP tests concurrent enrollment dual credit courses the International Baccalaureate diploma and early college high schools The first year college writing requirement is a time honored tradition in almost every college and university in the United States Many high school students seek to fulfill this requirement before entering college through a variety of programs such as Advanced Placement tests concurrent enrollment programs the International Baccalaureate diploma and early college high schools The growth of these programs raises a number of questions including Is this kind of outsourcing of instruction to noncollege providers of educational services something to be resisted or embraced What are the possible benefits and detriments to students their parents their teachers and the educational institutions What standards should be met with respect to student readiness teacher preparation curricular content pedagogical strategies and learning outcomes How can we create a seamless K 14 educational system that effectively teaches writing to students in the transition from adolescence to adulthood Contributors to this volume including high school teachers professors at community colleges and universities and administrators at both the secondary and postsecondary levels explore the complexity of these issues offer best practices and pitfalls of such a system establish benchmarks for success and lay out possible outcomes for a new educational landscape

Kansas Register ,2009 **Administrative Register of Kentucky** ,2008 **Veterinary Medical**

School Admission Requirements Lawrence Heider,2008 This compact volume which is updated annually gives a general overview of the application process including detailed information on the Veterinary Medical Colleges Application Service and residency requirements for application Each of the 31 veterinar **The college handbook** College Board,1994-08 Now in its 32nd popular year this invaluable guide provides complete detailed information on all two and four year colleges in America This edition features expanded information on the new SAT and other topics of vital interest to families and students selecting a college Still the best resource of its kind Randax Education Guide *The College Handbook*, 1997 College Board,College Board Staff,1996 Updated annually to guarantee the most up to date information possable The College Handbook tells students what they need to know about admission policies application deadlines required tests acceptance rates majors enrollment faculty sports campus life and more and provides names addresses and phone and fax numbers for the directors of admissions

The College Handbook College Entrance Examination Board,1998 Presents information on 4 year colleges and universities and 2 year community colleges and technical schools

College Board College Handbook 2007 College Entrance Examination Board,2006-06 The easy way to find and compare schools FAST Includes every accredited college in the U S 2 140 4 year colleges and universities 1 660 2 year community colleges and technical schools completely updated for 2007 *The College Board College Handbook* College Board,2008 This comprehensive guide contains objective information on every accredited college in the U S 2 150 four year colleges and universities and 1 650 two year and community colleges A planning calendar and worksheets help students organize their applications

Unveiling the Power of Verbal Beauty: An Emotional Sojourn through **Ap English Language And Composition 2009 Scoring Guidelines**

In a world inundated with displays and the cacophony of instantaneous connection, the profound power and mental resonance of verbal beauty usually disappear into obscurity, eclipsed by the continuous barrage of sound and distractions. Yet, located within the musical pages of **Ap English Language And Composition 2009 Scoring Guidelines**, a fascinating work of fictional elegance that pulses with organic thoughts, lies an wonderful trip waiting to be embarked upon. Published with a virtuoso wordsmith, that interesting opus guides readers on a psychological odyssey, gently revealing the latent potential and profound influence embedded within the complicated web of language. Within the heart-wrenching expanse of this evocative examination, we shall embark upon an introspective exploration of the book is main styles, dissect its charming publishing style, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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