


Revision Assistant Traits, Grades 9-12 Analysis

AP Scoring Guide: Language and Composition Free-Response Question


 **Advanced**

8-9 Points

 **Claim and Focus**


The essay **makes a clear claim about the purpose, effectiveness, or message of the text(s)** based on the strategies, techniques, or devices of the text(s), using the whole essay to develop the claim and thoroughly address the demands of the prompt.

These essays **effectively develop a position** by **synthesizing evidence and using explanations that are appropriate and convincing, and refer to the passage explicitly or implicitly**. The **claim 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**.


 **Analysis and Evidence**

The essay **cites the most appropriate and valid evidence to support its claim** and **fully explains how the evidence cited leads to the message and/or purpose of the text(s)**. The essay demonstrates **insightful reasoning** and **full understanding of the strategies of the text(s)**.

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 development, or impressive in their control of language.

 **Organization**

The essay incorporates effective transitions and an **organizational structure that enhances the analysis**. The essay includes an effective introductory paragraph and a concluding statement.

 **Language and Style**


The essay has an **established, formal style and objective tone** that is maintained throughout. The essay uses **mostly correct, varied sentence structure** and uses **precise language** and **domain-specific vocabulary** in a way that addresses the complexity of the topic. **Few errors are present**, and they do not interfere with meaning.

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 **Proficient**


6-7 Points

 **Claim and Focus**


The essay **makes a clear claim about the purpose, effectiveness, or message of the text(s)**. The essay maintains a focus on the text(s), but may stray at times from developing the claim. If more than one text is being analyzed, the essay demonstrates a good balance between or among the texts and addresses the demands of the prompt.

These essays **adequately develop a position** by **synthesizing evidence and using explanations that are appropriate and sufficient, and refer to the passage explicitly or implicitly**. The **claim is coherent** and **adequately developed**. The writing **may contain lapses in diction or syntax, but generally the prose is clear**.


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.

 **Analysis and Evidence**

The essay **cites appropriate evidence to support its claim** and **follows up evidence with explanations** of how it works to achieve the author's message. Summary, if present, is balanced with analysis. The essay demonstrates **some reasoning** and a **basic understanding** of the **text's or texts' strategies**.

 **Organization**

The essay's transitions and structure make the essay **clear and easy to follow**. The essay includes an introductory paragraph or statement, as well as a concluding paragraph or statement.

 **Language and Style**


The essay has an **established, formal style** that is **maintained throughout**. The writing uses **mostly correct, varied sentence structure** and **generally uses precise language** and **domain-specific vocabulary** in a way that generally addresses the complexity of the topic. The essay **may have some errors**, but they do not interfere with meaning.

Revision Assistant Traits, Grades 9-12

Analysis


AP Scoring Guide: Language and Composition

Free-Response Question


 **Developing****5 Points** **Claim and Focus**

The essay **makes a claim about the text(s)**, but **may not connect the claim to the strategies, techniques, or devices of the text(s)**. The essay may maintain focus on the text(s), but not the analysis (or vice versa). If more than one text is being analyzed, the writer may neglect one or more and may not address the demands of the prompt.


These essays **develop a position** by **synthesizing sources, but the evidence and explanations used to support that position may be uneven, inconsistent, or limited**. The **claim is generally clear**, but the **links between the sources and the argument may be strained**. The writing **may contain lapses in diction or syntax, but it usually conveys the writer's ideas**.

 **Analysis and Evidence**

The essay relies too heavily on summary and offers only **vague analysis to support its claim** and **evidence is not followed up with analysis**. The essay demonstrates **very little reasoning**, and instead includes assertions about the text's or texts' strategies.

 **Organization**

The essay's transitions and **structure may interfere with a full understanding of the writer's claim**. The essay includes an attempt at an introduction/introductory statement and/or conclusion/concluding statement.

 **Language and Style**


The essay **attempts to establish a formal style** that may not be maintained throughout. The essay **attempts to vary sentence structure** and **uses some precise language that may be domain-specific**, but **may address the complexity of the topic inconsistently**. The essay **contains some errors** that may, at times, interfere with meaning.

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 **Emerging**


3-4 Points

 **Claim and Focus**


The essay **does not have a claim about the text or about the strategies, techniques, or devices of the text(s)**, but may instead offer overly general facts as a claim. The essay **does not develop a claim** throughout the essay and does not address the demands of the prompt.

 **Analysis and Evidence**

The essay does not use evidence from the text(s) for the purpose of analysis. The essay may incorporate summary without analysis, **neglecting to focus on the features of the text(s)**.

 **Organization**

The lack of transitions and **structure make the essay hard to follow**. The essay is missing an introduction or conclusion of any kind.

 **Language and Style**

The essay **does not establish and/or maintain a formal style**. The essays uses **little variety in sentence structure**, and the **language is general** and **not domain-specific**. The essay **contains errors that interfere with meaning**.

These essays **inadequately develop a position** and **synthesize sources**. The **evidence and explanations used may inappropriately, insufficiently, or unconvincingly support the writer's position**. The **sources may dominate the student's attempts at development**, the **link between the claim and the sources may be weak**, or the student may **misunderstand, misrepresent, or oversimplify the sources**. The prose **generally conveys the student's ideas but may be inconsistent in controlling the elements of effective writing**.

Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in developing a position. They are less perceptive in their understanding of the sources, or the evidence and explanations used may be particularly limited or simplistic. The essays may show less maturity in control of writing.

Revision Assistant Messages, Grades 9-12 Analysis

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"Keep Going!"

1-2 Points

This draft is too short to receive feedback.

Here's how to fix it:

- **State your claim about the topic**
- **Include evidence from the text(s) and explain how it supports your claim**
- **Use proper punctuation to show where your sentences end**
- Go to the Prewriting Space and click the question marks for further guidance

These essays **demonstrate little success in developing a position** on the writing prompt. They may **merely allude to knowledge gained from reading the sources rather than citing the sources themselves**. The student may **misunderstand the prompt, misread sources**, or substitute a simpler task by **responding to the prompt tangentially with unrelated or inaccurate explanation**. The prose often **demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control**.

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, especially lacking in coherence and development, or do not allude to or cite even one source.