

Revision Assistant Traits, Grades 9-12


Analysis

AP Scoring Guide: Literature 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 offer a **well-focused and persuasive analysis of how the [purpose, message, or effectiveness of the text(s)] is conveyed through specific literary techniques and/or elements**. These essays **make a strong case for their interpretation(s) of how this interplay works, engaging the text(s) through apt and specific references and significant insight**. Though these essays **may not be error-free**, they are **clear, sophisticated, effectively organized**, and in **effective control of language appropriate for analysis**.


 **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 scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8.

 **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 offer a **reasonable analysis of how the [purpose, message, or effectiveness of the text(s)] is conveyed through specific literary techniques and/or elements**. These essays **demonstrate insight and understanding, but their analysis is less thorough, less perceptive, and/or less specific in supporting detail** than that of a 9-8 essay. Though these essays **may not be error-free** and are **less convincing**, the **ideas are presented with clarity and control**.


 **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**.

Essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.

 **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.

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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**.

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**.

These essays respond to the assigned task with a **plausible reading of the passage, but they tend to be superficial or thin in their analysis of how the [purpose, message, or effectiveness of the text(s)] is conveyed through specific literary techniques and/or elements**. They often **rely on summary or paraphrase, which may contain some analysis, implicit or explicit**. The **use of literary techniques in the analysis may be slight, vague, formulaic, or minimally supported by references to the text**. While these essays demonstrate **some organization** and an **adequate control of language, they may be marred by surface errors**.


These essays are not as well conceived, organized, or developed as 7-6.

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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 lower-half essays **fail to offer an adequate analysis of how the [purpose, message, or effectiveness of the text(s)] is conveyed through specific literary techniques and/or elements**. The **analysis may be partial, unconvincing, or irrelevant**; the essays **may ignore the use of literary techniques** or reflect an incomplete or oversimplified understanding of the text(s). **Evidence from the text may be slight or misconstrued**. The writing often demonstrates a **lack of control over the conventions of composition: inadequate development of ideas, repetitive presentation of ideas, accumulation of errors**, or a **focus that is unclear, inconsistent, or repetitive**.

Essays scored a 3 may contain significant misreading and/or demonstrate inept writing.

Revision Assistant Messages, Grades 9-12 Analysis

AP Scoring Guide: Literature and Composition Free-Response Question



"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.

Although these essays **make some attempt to respond to the prompt**, they compound the weaknesses of the papers in the 4–3 range. **Ideas are presented with little clarity, organization, or support from the passage.** They **may contain pervasive errors in grammar and mechanics that interfere with understanding.** They may offer a complete misreading or be **unacceptably brief.**

Essays scored a 1 contain little coherent discussion of the text.