AP[®] ENGLISH LANGUAGE AND COMPOSITION 2012 SCORING GUIDELINES

Question 1

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 15 minutes to read the sources and 40 minutes to write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Essays earning a score of 9 meet the criteria for a score of 8 and, in addition, are especially sophisticated in their argument, thorough in development, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by effectively synthesizing^{*} at least three of the sources. The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent, or limited. The argument is generally clear, and the sources generally develop the student's position, 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 student's ideas.

^{*} For the purposes of scoring, *synthesis* means using sources to develop a position and citing them accurately.

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Question 1 (continued)

4 Inadequate

Essays earning a score of 4 **inadequately** develop a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They develop their position by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or less convincing. The sources may dominate the student's attempts at development; the link between the argument 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 less consistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in developing a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in developing a position on whether the USPS should be restructured to meet the needs of a changing world, and if so, how. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose of these essays often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

- 1 Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or do not allude to or cite even one source.
- **0** Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.
- Indicates an entirely blank response.

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Write in the box the number of the question you are answering 1AQuestion 4 on this page as it is designated in the exam. (4 of 4) mode of branding itself. Mis is an stagnant in its the USPS should adapt to the new in which area of communication. technologies available and the mends USPS US attzens IM helds to be known to Image as part of the United states history andits The company capitalized 0150 shay 1d be initiatives that appeal to so Me areen tolla consumers consumers like Colken Plimoton ED. many Junk Mailers] are withing dwn trees willy-nilly stress The USPS share STUP (DOCE). has got to and Plimpton and UF the opinions Stone intandem to USe Image cencions of the environment new create R Withmar American values. and conclusion. The US Pustal service is an In of au COMM tradition and symbol Moorant supported and maintaine I hat bung Shey H Þe Companies new must learn to adapt, however Said this does not mean it must lose its traditional values and charm.

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Question 31 Write in the box the number of the question you are answering on this page as it is designated in the exam. I believe that the USPS Should not (1 + 1)restructed to meet the needs of a changing world for Several (easons. The first reason is because Personal, handwritten lefters are much more signifigant, but can actually keel, hold, and touch a handwritter letter rather than on email that you can only sead on the computer or a call Phone, (Source D) The second Reason is, less say a famous Person wrote you a hand written letter over an email. The letter is obviously going to be worth some money over the email, Aromer Reason I don't think the USPS should change for this world is because if you have an important document you would like to save and someone Sends it to you in an email, and you accidentally delete it. It would be much easier to keep Save a hand written letter for as long and trey want to or as long as they as would need to. I think People would appreciate it if the USPS charged, and people would appreciate if they didn't change. But at the end OĽ he day, I don't believe the USPS is going to change the way they do things.

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Question 1

Overview

This question was intended to engage students in a multifaceted writing task that exhibits synthetic, textbased thinking and writing. Synthesis is essentially the integration of parts into a whole. This year, as in years past, the prompt specified that the "whole" of this synthesis task was to be the student's own argument in response to the question of whether the United States Postal Service should be restructured, and if so, how? The "parts" of the task might be identified as the ideas and perspectives the student gleans from the sources and finds useful in formulating a response. Students could also draw on prior knowledge gained through observation, experience, or reading to answer this question, but they were not required to do so.

A full response to this question required students to take the following steps: (1) *critical reading* of seven sources about the past, present, and future prospects of the United States Postal Service; (2) the *critical use of selected sources* to piece together (synthesize) an understanding of the test question and its implications, and to inform the construction of an original response to the question; (3) clear *attribution to the appropriate sources* for the facts, perspectives, and arguments these sources contributed to the student's argument. Sources could function to provoke, inspire, and challenge as well as support a student's own argument.

Sample: 1A Score: 9

The student takes a nuanced approach to establishing an argument in this essay, suggesting simultaneously that the USPS should be preserved in order to remain "a symbol of our countries [*sic*] development and progress" but yet must be changed, reorganized, and revitalized to meet the needs of a changing world. The complexity of this position requires that the student ably synthesize the sources that individually make competing claims rather than collate a set of related sources to substantiate a single and simpler position. Throughout the essay, sources are effectively used to convincingly support and develop the student's argument. Moreover, the student does not only reproduce the content of these sources but is able to assess their formal limitations. For example, the student dismisses the project of Source B, a graph that illustrates a dramatic nosedive in post office revenue, by claiming that the "USPS represents more than a graph of profit or delivery points. It represents a long standing tradition that unites Americans." The essay earned a score of 9, because it is especially thorough in its development and sophisticated in its argument.

Sample: 1B Score: 5

This essay does present the argument that the USPS needs to be restructured, but this argument is uneven in its development. That unevenness is in part a consequence of how sources are synthesized to offer support for the argument. On the one hand, one series of sources is used to indicate the many specific ways the USPS might revitalize its operations to meet the needs of a changing world. On the other, the student cites a source that celebrates traditional modes of letter delivery and the personal touch it enables, the connection established when a handwritten card arrives at one's doorstep. A more fully adequate essay would integrate these positions clearly. It is entirely plausible to argue that the post office might adapt to a changing world yet retain traditional elements of its service, but the essay lacks the organization necessary to sustain such an argument. Moreover, in the discussion of strategies the post office needs to pursue, the essay employs inconsistent evidence and explanations to support the student's argument: some solutions

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Question 1 (continued)

based in the sources (for example, the USPS might consider being the only carrier to deliver reliably all seven days of the week) are reasonable and appropriate, but other solutions (for example, paying postal workers on commission) are not as convincing.

Sample: 1C Score: 2

The essay demonstrates little success in developing a position on the restructuring of the post office. The student alludes to an idea gleaned from a single source (Source D) but then engages in a tangential discussion of the value of handwritten letters by famous people. The essay then proceeds to elaborate on the general value of print over electronic sources but never directly connects this idea to an argument about restructuring the post office. In the conclusion, the student shifts the argument from "the USPS should not be restructed [*sic*]" to the unsupported and undeveloped opinion that, although some people would like it if the USPS changed and others would not, the USPS is not "going to change the way they do things."