**AP ENGLISH LITERATURE AND COMPOSITION**

**SCORING GUIDELINES**

***Formative Analysis #4***

* 1. These essays offer a focused and persuasive analysis of how Khaled Hosseini develops his characters. Using apt and specific textual support, these essays explore the changing structure of his novel and analyze how these examples contribute to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8. (97-100%)

**7-6** These essays offer a reasonable analysis of how Khaled Hosseini develops his characters. These essays adequately explore the changing structure of his novel and analyze how these examples contribute to the meaning of the work as a whole. Although these responses show insight and understanding, their analysis is less thorough, less perceptive and/or less specific in supporting detail than that of the 9-8 essays. 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. (94-96%)

1. These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although these responses attempt to discuss how Khaled Hosseini develops his characters through the changing structure of his novel, they may demonstrate a rather simplistic understanding of the work as a whole, and support from the text may be too general. These essays demonstrate adequate control of language but may be marred by surface errors. They are generally not as well conceived, organized, or developed as 7-6 essays. (90-93%)
	1. These lower-half essays fail to offer an adequate analysis of how Khaled Hosseini develops his characters.The analysis may be partial, unsupported, or irrelevant, and the essays may reflect an incomplete or oversimplified understanding of the changing structure of his novel. They may not develop a response to how Hosseini’s style contributes to the work as a whole, or they may rely on plot summary alone. These essays may be characterized by an unfocused or repetitive presentation of ideas, an absence of textual support, or an accumulation of errors; they may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing. (70-89%)
	2. Although these essays make some attempt to respond to the prompt, they compound the

weaknesses of the papers 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 inept, vacuous and/or incoherent essays are scored a 1. (less than 70%)