

General Guidelines for AP Scoring

| AP Reading Scores | Conversion: Sem. 1 | Conversion: Qtr. 3 | Conversion: Qtr. 4 |
|-------------------|--------------------|--------------------|--------------------|
| 9 | 100 | 100 | 100 |
| 8 | 100 | 95 | 95 |
| 7 | 95 | 90 | 90 |
| 6 | 90 | 85 | 85 |
| 5 | 85 | 80 | 80 |
| 4 | 80 | 75 | 70 |
| 3 | 75 | 70 | I |
| 2 | 70 | I | I |
| 1 | 60 | I | I |

9-8: These scores are for essays in which excellent content and impressive writing reveal the writer's ability to reason with perception and to express ideas clearly and skillfully with stylistic maturity. They accomplish all of the following:

- an understanding of the assignment or question;
- a depth of analysis supported by appropriate, specific references to the text and the student's ability to apply knowledge of literary techniques to a valid interpretation of content;
- a sense of the complexity (e.g., nuance, irony, ambiguity, or shift in perspective) of the passage to be analyzed; and
- consistent control over the elements of effective writing, particularly diction, syntax, and structure.

7-6: These scores are for essays that are somewhat similar to but not as strong as the 9-8 essay. These essays demonstrate the writer's ability to express ideas clearly but with less maturity and control than the top papers and sometimes with minor flaws in interpretation or writing.

5: This score is for those essays that demonstrate any or all of the following:

- an understanding of the question but not a full analysis, often with vague, superficial, limited answers which reflect a simplistic approach and flaws in interpretation;
- little specific support for the text;
- writing that adequately conveys the writer's thoughts but which is not as well conceived, organized, or developed as the upper level papers;
- writing that lacks stylistic maturity; and
- a mechanical formula as the vehicle for limited thinking.

4-3: This score is for essays that compound the weaknesses of the 5 essays in any or all of the following areas:

- weak control over the elements of good writing including diction, syntax, or structure;
- failure to demonstrate a complete understanding of the question or assignment;
- mostly content/plot summary with little analysis;
- incomplete response to the prompt;
- recurrent stylistic flaws; and
- lack of specific, persuasive evidence from the text for support.

2-1: These scores are for essays that fail to respond adequately to the question or assignment. They may exhibit any or all of the following:

- distortion or misapplication of the work or assignment;
- serious problems in diction, syntax, or structure;
- mere summary of the plot;
- lack of clarity, organization, or supporting evidence; and
- such a brief answer that the student's writing ability cannot be identified.