

# AP<sup>®</sup> Audit Scoring Components *[through 2019]*

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*The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering:*

[2] such elements as the use of figurative language, imagery, symbolism and tone.					
[3] the work's structure, style and themes.					
[4] the work's social, cultural and/or historical values.					

*The course includes frequent opportunities for students to write and rewrite:*

[5] timed, in-class responses.					
[6] formal, extended analyses outside of class.					

*The course requires:*

[7] writing to understand: Informal/exploratory writing activities that enable students to discover what they think in the process of writing about their reading [such assignments could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks].					
[8] writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text.					

*writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's :*

[9] artistry and quality.					
[10] social, historical and/or cultural values.					

*The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students:*

[11] develop a wide-ranging vocabulary used appropriately.					
[12] develop a variety of sentence structures.					
[13] develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.					
[14] develop a balance of generalization and specific, illustrative detail.					
[15] establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.					

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