

AP Literature & Composition

Summer Assignment 2024

The AP Literature test you will take in May contains 55 multiple choice question and 3 essays. Question 1 asks you to analyze a specific aspect of a poem, such as complex setting, complex character, complex emotions, etc., and offer an interpretation of the poem. Question 2 asks you to analyze an excerpt from a novel or short story in the same way. In Question 3, you respond to a prompt using the novel or play of your choosing. We will write essays every week in this class to prepare you for the exam.

For your summer assignment, you will write 2 essays responding to Question 1 (poem) and Question 2 (excerpt). Before you begin reading and writing your essays, review the essay rubrics below. The rubrics will be used to grade your essays for this assignment and throughout the year.

Each essay should contain a clear thesis statement and 3 body paragraphs. It must be typed and submitted on CANVAS by Wednesday 8/14.

See rubric below, and FRQ Question 1 and 2 on the PDF found on this same webpage you got this document.

AP[®] English Literature

Scoring Rubrics

Free-Response Question 1: Poetry Analysis

Free-Response Question 2: Prose Fiction Analysis Free-Response Question

3: Literary Argument

Effective

Fall 2019

Scoring Rubric for Question 1: Poetry Analysis		6 points
Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p> <p style="text-align: center;">7.B</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the poem.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Only restate the prompt. • Make a generalized comment about the poem that doesn't respond to the prompt. • Describe the poem or features of the poem rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a defensible interpretation in response to the prompt.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • For a thesis to be defensible, the poem must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B Evidence AND Commentary (0-4 points)</p> <p>7.A 7.C 7.D 7.E</p>	<p>0 points 1 point 2 points 3 points</p> <p>Simply restates thesis (if present), repeats provided information, is ANDANDreasoning. irrelevant to the student's</p>	<p>points 4 points</p> <p>EVIDENCE: EVIDENCE: Provides evidence that mostly reasoning. prompt.ANDAND COMMENTARY: Summarizes the Explains evidence but does explain how the evidence supports the is argument.reasoning is</p>	<p>EVIDENCE: EVIDENCE: Provides some specific, relevant general.evidence.support all claims</p> <p>COMMENTARY: how some of the COMMENTARY: evidence relates to the student's argument, but no line of reasoning established, or the line of faulty.ANDAND</p>	<p>Provides specific evidence to in a line of support all claims in</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.reasoning.</p> <p>Explains how at least one literary element or technique the poem contributes to its meaning.</p>	<p>Provides specific evidence to a line of or offers information</p> <p>Consistently explains how the not evidence supports a line of</p> <p>Explains how multiple literary elements or techniques in the in poem contribute to its meaning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of a poem rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer's use of multiple literary techniques contributes to the student's interpretation of the poem. 	

Additional Notes:

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.
- To earn the fourth point in this row, the response may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the poem.

Reporting Category	Scoring Criteria	
<p>Row C</p> <p>Sophistication</p> <p>(0-1 points)</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none">• Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations.• Only hint at or suggest other possible interpretations.• Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation.• Oversimplify complexities in the poem.• Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument.	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none">1. Identifying and exploring complexities or tensions within the poem.2. Illuminating the student's interpretation by situating it within a broader context.3. Accounting for alternative interpretations of the poem.4. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none">• This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.		

Scoring Rubric for Question 2: Prose Fiction Analysis

6 points

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p> <p>7.B</p>	<p>0 points1 point</p> <p>For any of the following:Responds to the prompt with a thesis that presents a</p> <ul style="list-style-type: none"> There is no defensible thesis. of the passage. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or There is a thesis, but it does not respond to the prompt. 	<p>defensible interpretation</p> <p>coherent claim.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Make a generalized comment about the poem that doesn't respond to the prompt. Describe the passage or features of the passage rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a defensible interpretation in response to the prompt.
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B Evidence AND Commentary (0-4 points)</p> <p>7.A 7.C 7.D 7.E</p>	<p>0 points Simply restates thesis (if present), repeats information, ANDANDreasoning. irrelevant to the argument.the line of</p>	<p>1 point EVIDENCE: EVIDENCE: evidence that is Provides general.relevant reasoning. prompt.ANDAND COMMENTARY: Summarizes the Explains evidence but does not evidence student’s student’s of reasoning is reasoning is</p>	<p>2 points EVIDENCE: EVIDENCE: some specific, Provides specific evidence.support all claims in a line of support all claims in a line of support COMMENTARY: how some of the COMMENTARY: evidence relates to the Explains argument, but no line evidence established, or faulty.ANDAND</p>	<p>3 points evidence to Provides specific line of support all claims in a line of support COMMENTARY: how some of the Consistently supports a line of evidence reasoning.reasoning. Explains how at least one literary element or technique in the passage contributes to the meaning. meaning.</p>	<p>4 points evidence to provided of or offers information explains how the explain how the supports a line of supports the Explains how multiple literary elements or techniques in passage contribute to its its</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a passage rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the passage to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the passage. 	

Additional Notes:

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.
- To earn the fourth point in this row, the response may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the passage.

Reporting Category	Scoring Criteria	
<p>Row C</p> <p>Sophistication</p> <p>(0-1 points)</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none">• Attempt to contextualize of their interpretation, but such attempts consist predominantly sweeping generalizations.• Only hint at or suggest other possible interpretations.• Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation.• Oversimplify complexities in the passage.• Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument.	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none">1. Identifying and exploring complexities or tensions within the passage.2. Illuminating the student's interpretation by situating it within a broader context.3. Accounting for alternative interpretations of the passage.4. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none">• This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.		

Scoring Rubric for Question 3: Literary Argument

6 points

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p> <p>7.B</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent thesis. There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Make a generalized comment about the selected work that doesn't respond to the prompt. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a defensible interpretation in response to the prompt.
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the selected work must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria
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<p>Row B</p> <p>Evidence AND Commentary (0-4 points)</p> <p>7.A 7.C 7.D 7.E</p>	<p>0 points 1 point 2 points 3 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers mostly ANDANDreasoning.reasoning. the prompt.ANDAND</p> <p>but does not explain how</p>	<p>points 4 points</p> <p>EVIDENCE: EVIDENCE: Provides evidence that is general. relevant evidence.</p> <p>COMMENTARY: Summarizes the evidence evidence relates to the the evidence supports the argument. no line of reasoning</p>	<p>EVIDENCE: EVIDENCE: Provides some specific, support all claims in a line of</p> <p>COMMENTARY: Explains how some of the Explains how some of the student’s argument, but is reasoning.of reasoning. established, or the line of reasoning is faulty.</p>	<p>Provides specific evidence to support all claims in a line of</p> <p>COMMENTARY: Consistently explains how evidence supports a line of the</p>	<p>Provides specific evidence to information irrelevant to</p> <p>COMMENTARY: evidence supports a line</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a selected work rather than specific details. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected work to build an interpretation. • Organize an argument as a line of reasoning composed of multiple supporting claims. • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected works to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
<p>7.C 7.D 7.E</p>	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations. • Only hint at or suggest other possible interpretations. • Oversimplify complexities of the topic and/or the selected work. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument. 	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: 1. Identifying and exploring complexities or tensions within the selected work.</p> <ol style="list-style-type: none"> 2. Illuminating the student's interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the selected work. 4. Employing a style that is consistently vivid and persuasive.
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference. 	