

Reflecting on Personal Craft, Style, and Content

Overview: Use the student essays and scoring guidelines. To access them, you should use the link [HERE](#). When you get to the landing page embedded to the right, follow the steps below to make sure you use the correct documents. Note that this will sometimes look different for each year.

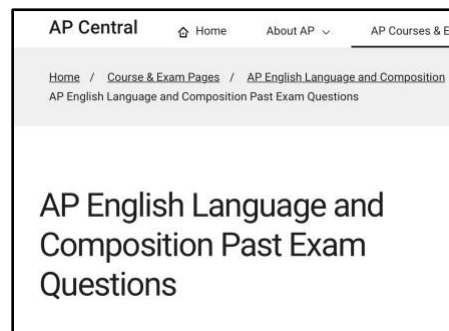
Click on the year of your assigned prompt. For recent prompts, you will see something like this:

| 2019: Free-Response Questions | | |
|---|--------------------------------------|-------------------------------------|
| Questions | Scoring | Samples and Commentary |
| Free-Response Questions | Scoring Guidelines | Sample Responses Q1 |
| | Chief Reader Report | Sample Responses Q2 |
| | Scoring Statistics | Sample Responses Q3 |
| | Scoring Distribution | |

- **Free-Response Questions:** the actual questions from that year's exam.
- **Scoring Guidelines:** explanation of the rubric and what responses did that scored a specific response.
- **Chief Reader Report:** the Chief Reader Report provides an overview of each free-response question and how students performed on the question, including typical student errors. General comments from the chief

reader regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student performance in these areas are also provided so that teachers can adjust their classroom instructional practices.

- **Scoring Statistics:** average score on each of the 3 FRQs.
- **Sample Responses:** use only Q3 (the argument questions) for sample student essays. These are called anchor papers.
- For some older prompts, you might see Student Performance Q&A which works the same as a Chief Reader Report.



| 2011: Free-Response Questions | | |
|---|---|-------------------------------------|
| Questions | Scoring | Samples and Commentary |
| Free-Response Questions | Scoring Guidelines | Sample Responses Q1 |
| | Student Performance Q&A | Sample Responses Q2 |
| | Scoring Statistics | Sample Responses Q3 |
| | Score Distributions | |

Considering the test as a Whole

Take a minute to review the [Scoring Statistics](#) and [Sample Responses](#) for your year's test administration. Complete the following:

1. Click on the [Free-Response Questions](#) which are all three test questions for that given year. Then, organize by:

| | Type of Question & Brief Overview | Task Sentence Language | Concrete Topic | Universal Ideas Relevant to Topic |
|----|-----------------------------------|------------------------|----------------|-----------------------------------|
| Q1 | | | | |
| Q2 | | | | |
| Q3 | | | | |

2. What do you notice about how the FRQs compare to one another?

3. Provide a hypothesis, an answer to your claim stated in the previous question.

4. How can you use this information to help build a strategy for the AP exam?

Deep-Dive into the Scoring Rubric

First, you should study the rubric. For each reporting category, make a list of *adjectives* and *attributes*. The newer rubric is found [here](#) in addition to the hard copy you were provided. Be sure to read carefully. If you want additional insight about the rubric, you can check out the [video here](#); this video is produced by a Collegeboard affiliate. While it appears long, you can skip to the part that begins talking about the rubric, specifically Reporting Category B which is around the 15 minute mark.

| | Adjectives | Attributes |
|----------------------|------------|------------|
| Reporting Category A | • | • |


| | | |
|----------------------|---|---|
| Reporting Category B | • | • |
| Reporting Category C | • | • |

Think about your own writing and the essay your group wrote as a whole. Provide a score for each reporting category based on this “deep-dive” into the rubric. You do not need to defend your choice at this time.

| | | |
|-----------------------------|--------------------------|-----------------------------|
| Reporting Category A (1) | Reporting Category B (4) | Reporting Category C (1) |
| | | |

Reviewing Anchor Papers and Scoring Guidelines

Next, you will spend time reviewing anchor papers for your chosen prompt. Revisit where you can find these papers from the [Overview](#).

In the box to the right , insert the hyperlink to the anchor papers for your specific prompt.

Note that you will have anchor papers that score at various levels; you need to review at least 3 anchors. You might choose a low, middle, and high or the three highest...as long as you can connect these to the task, rubric, and your own writing, it doesn't matter what 3 you choose.

However, before looking at these anchors, you have to recognize the changes to the rubric that were made after 2019. The majority of your anchor papers will have scoring commentary using a 9–point holistic rubric; while the rubric has changed, the standards and expectations have not changed much. To help with this, answer the following:

1. The rubric changed from a **holistic** rubric to an **analytical rubric**. What does this mean?

2. Visit the page [HERE](#). On this page, Marco Learning talks about the changes to the rubric. While you are not AP scorers, you do need to know how this change impacts you and helps to focus your writing. Review this site and make notes about the most important influences on your writing. We are only focused on Q3 for this.

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3. Complete the following table. Use the conversion found [here](#) to help make sense of the changes and how the holistic numbers (the 9-point scale) translate to a 6-point scale.

| Essay Anchor | Score | Personal Observations | Summary of Feedback | Suggestions for Writer |
|--------------|-------|-----------------------|---------------------|------------------------|
| | | | | |
| | | | | |
| | | | | |

Reviewing Anchor Papers and Scoring Guidelines

Now, consider the [⚠ Chief Reader Report](#) for your question which provides an overview of each free-response question and how students performed on the question, including typical student errors. General comments from the chief reader regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student performance in these areas are also provided so that teachers can adjust their classroom instructional practices. Again, you will only look at the chief reader report for Q3.

| Question + Notes from Chief Reader Report + Personal Reflection, Connection to Anchor Paper | | |
|---|--|--|
| What were responses to this question expected to demonstrate? VERBS. | | |
| How well did responses address course content? | | |
| Knowledge Gaps and/or | | |

| | | |
|---|--|--|
| Challenges | | |
| Responses that Demonstrated Understanding | | |
| Other Interesting Finds, Advice, Suggestions, Next Steps | | |

personal Reflection

1. What high-leverage feedback would you give yourself and/or your group mates on the essay written in response to the prompt?

2. What has inspired this high-leverage, critical feedback? What did you realize, learn, see in a different way?

3. What is the number one thing you need to focus on when writing the next open-argument FRQ? How would this change your score and/or your line of reasoning?

Revisiting the Scoring Rubric...2.0

Revisit your original scoring for your essay. Now, reflect on these scores; if they are still accurate—no problem! Keep them. If they change, change them. Either way, in the box below, explain. Defend your number with specific examples and language from the rubric and the chief reader report..

| Reporting Category A (1) | Reporting Category B (4) | Reporting Category C (1) |
|-----------------------------|--------------------------|-----------------------------|
| | | |
| | | |