

# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2014 SCORING GUIDELINES

### Question 3

The score should reflect the essay's quality as a whole. Remember that students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into a holistic evaluation of an essay's overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

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**9** – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

#### **8 – Effective**

Essays earning a score of 8 **effectively** explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. The evidence and explanations used are appropriate and convincing, and the argument\* is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7** – Essays earning a score of 7 meet the criteria for the score of 6 but provide a more complete explanation, more thorough development, or a more mature prose style.

#### **6 – Adequate**

Essays earning a score of 6 **adequately** explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. The evidence and explanations used are appropriate and sufficient, and the argument is coherent and adequately developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** – Essays earning a score of 5 explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

#### **4 – Inadequate**

Essays earning a score of 4 **inadequately** explain what the writer means by creativity *and* argue for or against the creation of a class in creativity. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The argument may have lapses in coherence or be inadequately developed. The prose generally conveys the writer's ideas but may be inconsistent in controlling the elements of effective writing.

**3** – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in explaining what the writer means by creativity *and* arguing for or against the creation of a class in creativity. The essays may show less maturity in control of writing.

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**Question 3 (continued)**

**2 – Little Success**

Essays earning a score of 2 demonstrate **little success** in explaining what the writer means by creativity *and* arguing for or against the creation of a class in creativity. These essays may demonstrate misunderstanding of the prompt, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

**1** – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence.

**0** – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

\* For the purposes of scoring, argument means asserting a claim justified by evidence and/or reasoning

Write in the box the number of the question you are answering on this page as it is designated in the exam.

3

3A

(1 of 3)

Creative thinking is central to today's idea-driven economy and technological advancement in the face of pressing national and international issues. Our society demands the need for creativity and novelty, making it essential that young people are made aware of the concept and introduced to its appropriate application from a young age. It is important to integrate the idea of creativity into school classrooms and teach the value of being able to develop novel ideas, apply, and adapt them but the creation of a class in creativity would not meet the purposes for which it was established. Instead, the value of creative thinking should be implemented into classes themselves.

One of the most important steps to take in solving the problems associated with the decline in the public's creativity quotient is to help students understand what exactly it means to be creative and engage in creative thinking. In my opinion, creativity is the process of being able to develop novel or original ideas, be able to apply them, and then learn how to effectively adapt them to different circumstances. Creativity should be taught as being a fluid process, one that seamlessly integrates into such a wide range of applications, not as one that is a separate process altogether. The power of creativity lies in its applicability and it is the School Board's responsibility to ensure that it is this fact that is emphasized in schools.

Although the solution of creating a class in creativity seems like a good one from a superficial standpoint, further analysis of the consequences and purposes of such a class reveals that this is not



3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

3A  
(2 of 3)

the case. Teaching creative thinking as a separate class detracts from the overarching need to teach the versatility and value of creativity in different applications. A separate class would appear to teach the students that creative thinking is a separate and distinct entity that cannot be fused with the traditional school curriculum so another class had to be created for the purpose of teaching students about the benefits of creativity. In my middle school, I took an elective entitled "Creative Thinking," a class that was supposedly meant to increase our knowledge of the creative process through various projects and exercises. However, the problem was that this creative process was not referenced and reinforced in my other classes, making it difficult for me to make the connection of how creativity could be applied to the more traditional subjects.

Instead of teaching creative thinking as a separate class, the School Board should take immediate measures to ensure that the creative process is heightened and focused on in traditional classes. Many classes now focus on rote learning or busy work, something that makes it hard for students to see past and uncover the power their creativity can have on a particular field of study. Integrating creativity into the curriculum, while it would certainly require more steps to be taken and more effort to be exerted, would be much more valuable than a creative thinking class because of the inherent connection it would provide between creativity and problem solving ~~instead of~~ and emphasize the importance of the application of creative ideas.



Write in the box the number of the question you are answering on this page as it is designated in the exam.

3 3A  
(3 of 3)

With the "Creativity Crisis" deepening and creativity becoming ever more imperative to global progress and human development, creative thinking needs to garner new importance in the school system. But because <sup>the value of</sup> creativity is so dependent upon ~~the state~~ its applicability and the ability to adapt solutions to problems in different circumstances, the creation of a class in creativity would not accomplish the goals and meet the purposes for which it was formed because of the distinction between creative thinking and ~~the~~ other subjects it would create. A more viable solution that would potentially provide better results would be to integrate the teaching of the creative process into all subjects, helping students easily see the power of creativity and the fluidity of its applicability.

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Question 3.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

38  
(1 of 2)

What is it that makes a world power? Is it the money? The political parties? The equality of the nation's people? To all of the above, yes. However to summarize, what makes a world power emerge is the ability to get ahead and be able to give the unexpected. The recent drought in the creativity of our nation's children can be significantly important. This decrease of the public's creativity quotient is seen as more than crucial to our nation's ~~future~~ future.

Sometimes creativity is thought of as only the art of painting, drawing, and artistically creating things. However, this is not the case. Who's to say that our nation would have survived the World War one or two without the brilliant minds of our army generals? We rely solely on our mental capacities to give us an immense amount of options in overcoming a problem <sup>while</sup> generalities are looked down upon.

To also take into account, what of the creative minds that help create the things we honor to this very day? The Lincoln memorial, the Vietnam veterans memorial, the Washington monument are all things that took thought and imagination to be built in a political way. These



Write in the box the number of the question you are answering on this page as it is designated in the exam.

Question 3 <sup>3B</sup> (2 of 2)

monuments and memorials are things seen of great importance and respected accomplishments in our country. What will we have if we lack the ability to not only appreciate, but also add to these accomplishments?

~~Our entire nation's history is core~~  
Our ~~entire~~ nation's history's core is creativity. From the ability to assimilate other cultures to an idealistic one, to the civil rights movements in the early 1900's. ~~The~~ Our nation does not grow, or better yet improve, without the ability to create new ways, art forms, ~~and other advancements~~ or cultural advancements.

It is for our nation's greater good to create a class for the sake of creativity. The ~~only~~ class could only be beneficial to children and our future. If we do not save the children of our country now, they will not be able to save us in the future. Our country relies on creative minds to continue our place as a world power, and to only get ahead rather than taking steps backwards.

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Write in the box the number of the question you are answering on this page as it is designated in the exam.

question 3

20

(1 of 1)

Creativity can be identified as many things. Creativity starts from what you think and how you express yourself. Just like in the text, creativity can create solutions to many ~~the~~ situations. Some people are born with creativity and others are not. I feel like creativity can be created if you just think deep and outside the box. The creation of a class in creativity has its pros and cons. Having a creativity class will definitely challenge many students when it comes to think. This will force students to think deep and more critically. ~~It all depends on what extent or level you want to take creativity to.~~ It all depends on what extent or level you want to take creativity to.

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# AP<sup>®</sup> ENGLISH LANGUAGE AND COMPOSITION

## 2014 SCORING COMMENTARY

### Question 3

#### Overview

Question 3, the argument question, begins by recounting a research claim that the “creativity quotient” of American young people, particularly those in kindergarten through sixth grade, has declined. Students were asked to consider this claim in the context of looming, unprecedented global crises that require creative responses (e.g., pollution in the Gulf of Mexico and the war in Afghanistan). Finally, students were asked to consider whether one particular attempt to solve the creativity crisis — adding a separate class in creativity — was a viable solution for their own schools to implement. In an effort to help students focus and address their arguments to an audience with the capacity to take action, the prompt asked students to address their arguments to their school boards. Because specifying an audience was intended to help students respond successfully to the prompt, not to give them a way to fail, students were not penalized for not writing in the form of a letter or for not explicitly addressing their arguments to their school boards. While some students had a clear understanding of who makes up their school boards and how school boards function, others did not. So while some students may have been rewarded in the scoring for skillfully employing rhetorical strategies such as appealing to shared values such as quality education, community involvement, and finding solutions to global problems, students were not penalized for failing to use these strategies.

The question was intended to give students an opportunity to demonstrate their abilities to produce sound and convincing arguments in support of clearly articulated positions. Unlike some previous argument questions, this year’s prompt gave students an either/or choice — to argue for or against establishing a creativity class in their school’s curriculum. Unlike prompts that required students to build arguments about abstract concepts (e.g., last year’s argument prompt about the relationships between ownership and sense of self), this year’s prompt explicitly directed students to supply their own definitions of “creativity.” This explicit direction was intended to underscore the importance in argumentation of defining terms that might otherwise be interpreted differently by audience members.

#### Sample: 3A

#### Score: 8

This essay convincingly and purposefully develops the argument that creativity ought not to be the subject of a specific class, proposing instead that “the value of creative thinking should be implemented into classes themselves.” The student first defines creativity as a process of developing new ideas, applying them, and adapting them to different circumstances, then continues by making the point that creativity “should be taught as being a fluid process, one that seamlessly integrates into such a wide range of applications, not as one that is a separate process altogether.” The essay establishes a well-articulated line of reasoning, acknowledging an alternative position and effectively using a personal example to support its position. It aptly elaborates that, in the student’s middle school class on “Creative Thinking,” the creative process that was taught “was not referenced and reinforced in my other classes, making it difficult for me to make the connection of how creativity could be applied to more traditional subjects.” This essay earned a score of 8 for its especially coherent argument and its consistent ability to control a wide range of the elements of effective writing.

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**Question 3 (continued)**

**Sample: 3B**

**Score: 4**

This essay asserts the need for a class devoted to instruction that would foster creativity. It attempts to provide a definition of creativity, but in doing so, relies on examples of creative fields and accomplishments (the "Lincoln Memorial, Vietnam Veterans Memorial, the Washington monument") rather than developing a definition that might be used to develop an argument for creating a class. The argument inadequately explains the kind of classroom instruction that will produce the accomplishments proposed, the particular creative achievements that are said to be crucial, or the particular fields associated with creativity. Consisting mainly of general and vague assertions ("If we do not save the children of our country now, they will not be able to save us in the future"), this essay earned a score of 4.

**Sample: 3C**

**Score: 2**

This essay attempts to define creativity ("Creativity starts from what you think and how you express yourself") but demonstrates little success in arguing for or against the creation of a class in creativity. Each sentence in this essay makes a somewhat reasonable point, though often too generally or vaguely. The essay does not express a clear position on whether or not a class in creativity should be created. The essay as a whole lacks development, organization, and control, and therefore it earned a score of 2.