

AP® Audit Scoring Component Checklist

- ☐ 1. The course includes an intensive study of representative works such as those by authors cited in the *AP English Course Description*. By the time the student completes English Literature and Composition, he or she will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times.

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

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

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

- ☐ 5. in-class responses
- ☐ 6. formal, extended analyses outside of class.

The course requires writing

- ☐ 7. 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. to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text.

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.