

## Writing Requirements of the AP® Audit (2-4)

*The three required types of essays interpreting literature:*

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### Score Component 2

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering **such elements as the use of figurative language, imagery, symbolism, and tone**

#### A fulfillment:

..... their study of .....  
*During or Following* *title of work or unit*  
students will be taught to write an interpretation of .....  
*the novel / the play / a poem*  
basing their essays on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism, and tone.

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### Score Component 3:

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's **structure, style, and themes**.

#### A fulfillment:

..... their study of .....  
*During or Following* *title of work or unit*  
students will be taught to write an interpretation of .....  
*the novel / the play / a poem*  
basing their essays on a careful observation of textual details, considering the way the work's structure and style help convey its theme.

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### Score Component 4:

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the **social and historical values it reflects and embodies**.

#### A fulfillment:

..... their study of .....  
*During or Following* *title of work or unit*  
students will be taught to write an interpretation of .....  
*the novel / the play / a poem*  
basing their essays on a careful observation of textual details, considering the social and historical values it reflects and embodies.

## Writing Requirements of the AP® Audit (7-10)

*The three required types of writing: Informal, Expository, and Analytical*

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### Score Component 7

The course requires 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, freewriting, keeping a reading journal, and response/reaction papers).

#### A fulfillment:

..... their study of .....  
*During or Following* *title of work or unit*  
students will .....  
*name of the activity*

*Possibilities include dialectical journals, annotation collections, response-prediction papers, letters, notes, extended questions, reviews, adaptation proposals, medical reports, progress report, and the like.*

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### Score Component 8

The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text

#### A fulfillment:

..... their study of .....  
*During or Following* *title of work or unit*  
students will write an expository, analytical essay in which they draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text.

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### Score Component 9

The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality.

#### A fulfillment:

..... their study of .....  
*During or Following* *title of work or unit*  
students will write an evaluative essay in which they draw upon textual details to make and explain judgments about the work's artistry and quality, and its social and cultural values

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### Score Component 10

The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's social and cultural values.

#### A fulfillment:

..... their study of .....  
*During or Following* *title of work or unit*  
students will write an evaluative essay in which they draw upon textual details to make and explain judgments about the work's artistry and quality, and its social and cultural values

## Writing Requirements of the AP® Audit (11-13)

### *The five required types of instruction and feedback*

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#### Score Component 11

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop a wide-ranging vocabulary used appropriately and effectively.

#### A fulfillment:

..... the study of .....  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop a wide-ranging vocabulary used appropriately and effectively.

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#### Score Component 12:

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop a variety of sentence structures, including appropriate use of subordination and coordination

#### A fulfillment:

..... the study of .....  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop a variety of sentence structures, including appropriate use of subordination and coordination

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#### Score Component 13:

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.

#### A fulfillment:

..... the study of .....  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis

## Writing Requirements of the AP® Audit (14-15)

### Score Component 14:

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop a balance of generalization and specific, illustrative detail.

#### A fulfillment:

\_\_\_\_\_ the study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them balance generalization with specific, illustrative detail.

### Score Component 15

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

#### A fulfillment:

\_\_\_\_\_ the study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

### *The five required types of instruction and feedback*

<i>Element:</i>	<i>Strategy:</i>	<i>Resources:</i>
11 Vocabulary		
12 Sentence Structure		
13 Organization		
14 Balance of generalization and specifics		
15 Rhetoric		