

**AP Language and Composition: Mr. DeNicolo, Ms. Hough
Summer Assignment 2024-2025**

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Texts to Read:

Educated by Tara Westover

The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope by William Kamkwamba and Bryan Mealer

Writing Prompt:

“Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant.” --Horace

Consider this quotation about adversity from the Roman poet, Horace. Then write an essay that defends, challenges, or qualifies Horace’s assertion about the role that adversity (financial or political hardship, misfortune, etc.) plays in developing a person’s character. Support your argument with appropriate evidence from your two summer reading books *Educated* by Tara Westover and *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* by William Kamkwamba and Bryan Mealer).

Format:

- Typed—Times New Roman or Calibri, 12-point font
- Double-spaced
- One-inch margins on ALL sides
- Heading (top left of page). Follow the format below:

Your first and last name

Teacher’s Name

AP Language and Composition

Date

Reminders:

- Have a clear and insightful thesis that presents a defensible position
- Respond to the prompt, rather than restate or rephrase the prompt
- Clearly take a position, rather than stating that there are pros and cons
- Demonstrate sophistication of thought and/or a complex understanding of the situation

Due Date: All essays are to be printed and handed in on the first day of school.

Scoring Guide for Advanced Placement Essays

Below, you will find the 6-point AP Language and Composition Argument Rubric, used by the College Board. This will be used in the grading of your essays.

Scoring Rubric for Question 3: Argument Essay		6 points
Reporting Category	Scoring Criteria	
Row A Thesis (0-1 points) 4.B	0 points For any of the following: <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. 	1 point Responds to the prompt with a thesis that presents a defensible position.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not take a position or the position is vague or must be inferred. State an obvious fact rather than making a claim that requires a defense. 	Responses that earn this point: <ul style="list-style-type: none"> Responds to the prompt rather than restate or rephrase the prompt, and the thesis clearly takes a position rather than just stating that there are pros/cons.
Additional Notes: <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. 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				
Row B Evidence AND Commentary (0-4 points) 2.A 4.A 6.A 6.B 6.C	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.	2 points EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.
	Decision Rules and Scoring Notes				
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no evidence or evidence that is irrelevant. 	Typical responses that earn 1 point: <ul style="list-style-type: none"> Tend to focus on summary of evidence rather than specific details. 	Typical responses that earn 2 points: <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. 	Typical responses that earn 3 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. 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. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
Additional Notes: <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. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0-1 points) 2.A 4.C 6.B 6.A 6.B 6.C	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist of predominantly sweeping generalizations. Only hint or suggest other arguments. Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument. 	Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument. Employing a style that is consistently vivid and persuasive.
Additional Notes: <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. 		