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Ap lang and comp study guide

Step 1: Assess your skills Perform a practice test to evaluate your first knowledge. Although the College Board AP Language and Composition website provides a number of sample test questions, it does not provide a complete sample test. You can find a practice test in many of the official study guides, and some even include a diagnostic test to act as your first assessment. Varsity Tutors offers a handful of free AP Language and Composition diagnostic tests on its website. You will also find a free practice exam from the College Countdown that you can use for your review. Once you have taken some kind of formative assessment, evaluate it to identify your areas of strength and areas in need of improvement. It can be helpful when a teacher or friend evaluates your hands-free essays as they are a bit more subjective than the multiple-choice area. With an accurate formative assessment, you have a better idea of where you can focus your study efforts. Step 2: Know your material In the case of AP English Language and Composition, this means focusing on your literacy skills. As you read, make sure that you preview important items such as the title, author's name, and any other information available, such as the table of contents or introduction. As you read, make sure that you pause regularly to consider the most important ideas and how the author supports them. Underline important evidence of how you go. Reread complex or important sentences. A College Board consultant writes about the SOAPSTone approach to reading, which is an acronym for a series of questions students should ask themselves when analyzing a prose piece. The questions are: Who is the speaker? What is the occasion? Who is the audience? What is the purpose? What is the topic? What is the tone? For more information about how to use this technique, visit the College Board's website. Writing high-quality hands-free essays requires practice and time. Make sure you organize your ideas with a rough outline before you start writing. Use direct evidence from the text to support your ideas, and carefully quote with correct quotes. As you write, you should be aware of rhetorical elements and use them effectively. For more detailed information about the test, you should use a formal study guide, such as Z. Barron's AP English Language and Composition, 7th Edition, or The Princeton Review's Cracking the AP English Language & Composition Exam 2020, Premium Edition. Alternatively, many online study resources are available for Some AP teachers have even published their own study guides or assessment sheets online, such as this AP Lang Guide by Mrs. Smith at Pinnacle High School. Another way to study is to use one of the recently developed apps for AP exams. This is a great way to get practice questions while they're on the road. Make sure you read reviews before selecting a one, as there is Different. This AP Long app from Varsity Tutors has decent reviews, and might be worth a visit. Step 3: Practice Multiple Choice Questions Once you have your theory down, test them by practicing multiple-choice questions. You can find them in most study guides or through online searches. Here are some AP Long Practice questions and tests, and more are available in the College Board's course description. Try to keep track of which areas you're still stumbling on, and go back to this theory. Remember, the key to answering questions correctly is understanding the passage, so practice active reading skills as you tackle the multiple-choice questions. These include underlining, word of mouth and the circle of key points. Remember, the answer will always be found in the text. Step 4: Practice free-response essays As stated in your exam, it is recommended that you spend 15 minutes reading the question, analyzing and evaluating the sources, and writing your answer for 40 minutes. Try to stick to this timeline when practicing your hands-free essays to see if it works for you. You don't have to follow it on exam day, but having a good idea of how much time it normally takes for you to plan and write will be an advantage. Identify what you ask of them as you approach your open answers. If you are asked to synthesize, you know that you will take evidence from multiple sources to form a single argument. Use certain examples and highlight them by explicitly saying: For example... or As source C indicates in paragraph 3... Also be sure to quote your sources appropriately when writing. When writing an analysis of the rhetorical strategies used, first consider the elements of SOAPSTone described above. Let's also look at the five canons of rhetoric. This means thinking about the author's invention, arrangement and style. Memory and childbirth are obviously less obvious in written plays, but their roles in a speech are still important. As you read, try highlighting specific places where relevant examples are highlighted. Finally, when you write your own compelling reasoning, you support your ideas with concrete examples from current events, literature, etc. Try to vary your sources to build credibility and address counterpoints to find an even stronger answer. As you prepare for the writing part of your exam, make sure you check how your free answers are rated The College Board offers free answers and authentic, rated answers from students with written explanations from 1999; these are an invaluable tool for this exercise. Step 5: Perform another practice test to assess the progress of your knowledge and identify persistent vulnerabilities. Study.com offers a free online practice AP language and composition exam. Over time, you should begin to Areas where your studies should be increased and where you are strong. Repeat the above steps if time allows you to gradually increase your score. Step 6: Exam Day Specifications If you complete the AP course in connection with this exam, your teacher will go through the way you register. If you are studying for yourself, check out our blog post How to Self-Register for AP Exams. For information on what to audit, see our article What should I bring to my AP exam (and what should I definitely leave at home)? Would you like access to university counselling - free of charge? When you create your free CollegeVine account, you'll learn your real admission opportunities, create the most appropriate school list, learn how to improve your profile, and get your questions answered by experts and colleagues—all for free. Sign up for your CollegeVine account today to get a boost on your college trip. For more guidance on AP exams, see these other informative articles: 2020 AP Exam Schedule How Long is Each AP Exam? Easiest and Toughest AP Exams With the AP English Language and Composition Exam 2021, which takes place on Wednesday, May 12, it's time to make sure you're familiar with all aspects of the exam. In this article, I give a brief overview of the test, take a deeper dive to each of the sections, discuss how the exam is evaluated, offer some study strategies, and finish with some important tips for the exam day. Exam Overview The AP Language and Composition Exam tests your rhetorical and compositional skills. Essentially, how do authors construct effective arguments in their writing? What tools do they use? How can you use these tools to create effective writing yourself? This is the essence of rhetorical analysis. The exam consists of two parts: the first section is a one-hour, 45 question multiple-choice section. It contains five questions, each based on one passage or passage. In this section, there will be 23-25 rhetorical analysis questions that test your rhetorical skills. There will also be 20-22 composition questions that require you to consider revisions of the texts you are shown. The second section is a free answer. It starts with a 15-minute reading time, and then you have 120 minutes to write three analytical essays: an essay in which you synthesize multiple provided texts to create an argument in which you analyze a nonfiction passage for its rhetorical construction An essay in which Create an original argument in response to a

prompt. You have about 40 minutes to write each essay, but no one will ask you to switch from essay to essay – you can structure the 120 minutes at will. In the next sections, I'll take a closer look at the individual section of the exam—first multiple choice and then free answer. The AP English Language and Composition Multiple-Choice The multiple selection section tests you in two main areas. Main areas. First, how well you read and understand nonfiction passages for their use of rhetorical devices and tools. The second is how well you can think like a writer and make changes to texts in compositional questions. You will be presented with five passages about which you will receive a small amount of orientation information, e.B. This passage is from a collection of essays on boating or this passage is taken from an essay from 19th century Haiti. Each passage is followed by a series of questions. In general, there are eight question types that you can expect in the multiple-choice area of the exam. I have taken my examples from the example questions in the course and exam description. Magic Eight-Ball says there are eight types of multiple-choice questions! Type 1: Reading Comprehension These questions focus on verifying that you have understood what a particular part of the passage said on a concrete, literal level. You can identify these questions by using sentences such as how to refer to, and so on. The best way to succeed in these questions is to read the part of the passage mentioned very carefully. Example: Type 2: Implication These questions take reading comprehension one step further—they focus primarily on what the author implies without coming out and saying it directly. However, these questions will have a correct answer, based on evidence from the passage. Which interpretation in the answers is most supported in the passage? You can identify questions like these by words such as best supported, implied, suggested, derived, and so on. Example: Type 3: Total Passage and Author Questions These questions arise about overall elements of the passage or the author, such as the author's attitude to the topic under discussion, the purpose of the passage, the overarching style of the passage, the audience for the passage, and so on. You can identify these questions because they do not refer to a specific time in the text. For these questions, you need to imagine the passage from a bird's-eye view and consider what all the small details have to say together. For example, Type 4: Relationships between parts of text Some questions will ask you to describe the relationship between two parts of the text, whether it's paragraphs or specific lines. They can identify them because they usually explicitly ask about the relationship between two identified parts of the text, although they sometimes implicitly ask about a relationship by saying something like the rest of the passage. Example: Type 5: Interpretation of Images/Figurative Language These questions will tell you about the deeper meaning or implication of or visual language used in the text. Essentially, why did the author decide to use this parable this metaphor? What is he trying to achieve? You can identify questions like this in general because the question specifically refers to a moment of imagery in the text. However, it may not immediately be apparent that the sentence you are referring to is figurative, so you may need to go back and look at it in the passage to be sure what kind of question you are facing. For example, Type 6: Purpose of part of the text Other questions will ask you to identify what purpose a particular part of the text serves in the larger argument of the author. What is the author trying to achieve with the special moment in the text mentioned in the question? You can identify these questions because they typically explicitly ask what purpose a particular part of the text serves. You can also see words or phrases such as serves to or function. For example, Type 7: Rhetoric Strategy These questions will ask you to identify a rhetorical strategy used by the author. They will often specifically use the term rhetorical strategy, although they will sometimes be able to identify them instead through the response decisions that various rhetorical strategies offer as possibilities. Example: Type 8: Composition This is the latest question type to be seen for the first time in the 2019/2020 school year. For these questions, the student must pretend to be the author and think through various decisions that authors must make when writing or revising text meetings. These questions may include changing the order of sentences or paragraphs, adding or omitting information to strengthen an argument or improve clarity, changes to the reader's attention, and other composition-based decisions. Example: Some very important stylistic effects that are going on here. One of the most important parts of your college application is which classes you take in high school (in conjunction with how well you do in those classes). Our team of PrepScholar admissions experts have compiled their knowledge in this single guide to plan your high school curriculum. We advise you on how to balance your schedule between regular and honorary/AP/IB courses, how to select your extracurriculars and which courses you can't afford not to take. The AP English Language and Composition Free Response The Free Response section has a reading time of 15 minutes. After this time, you have 120 minutes to write three essays that cover three different tasks. because the first essay includes source reading it is suggested that you use the entire 15-minute read time to read the sources plan the first essay. However, you can look at the other questions during the read time so that ideas can stay in mind while you work on the first essay. Essay One: Synthesis For this essay, you will briefly focus on a topic and from six to eight sources that provide different perspectives and information on this topic. You must then write an argumentative essay with support from the documents. If that sounds a lot like a DBQ, like the history AP exams, it's because it is! However, this essay is much more argumentative – your goal is to convince and not just interpret the documents. Example (documents not included, see 2015 free answer questions): Essay Two: Rhetorical Analysis In the second essay, you get an excerpt from a nonfiction book that advances an argument and asks to write an essay that analyzes the rhetorical strategies used to construct the argument of passage. They also receive some orientation-oriented information – where the passage was excerpted from, who wrote it, its approximate date where it was published (if at all), and to whom it was addressed. Example (excerpt not included, see 2015 free answer questions): Essay Three: Argument In the third essay, you are presented with an issue and asked to write a convincing essay that takes a position on this topic. You need to support your position with evidence from your reading, experience and observations. Example (from 2015 free answer questions): This does not look like a very well constructed argument. How the AP Language and Composition Exam is rated The multiple-choice range of the exam is worth 45% of your score, and the free response range is worth the other 55%. Each of the three free-reacting essays is worth about 18% of your score. As with other APs, your raw value is converted to a scaled score of 1-5. This check has a relatively low 5 rate. Only 9.9% of the test participants received 5 last year, although 54% of the students received a score of 3 or higher. In terms of the way the rough score is obtained, the multiple-choice section is similar to other AP multiple-choice sections: you get a point for each question you answer correctly, and there is no penalty for guessing. The grading headings for the free answers questions were revised in 2019. They are evaluated with analytical headings instead of holistic headings. For each question of the free answer you get a score of 0-6. The headings evaluate three main areas: #1: Thesis (0 to 1 points): Is there a thesis and does it respond correctly to the prompt? #2: Evidence and Commentary (0 to 4 points): Does the essay contain evidence and analyses that are relevant, specific, well-organized and support the thesis? #3: Sophistication (0 to 1 points): Is the attachment well done and shows a sufficiently nuanced the prompt? Each rating heading broadly assesses these three factors. However, each task is also of a different nature, so that the headings have some differences. I'm going to go over every heading here - and what it really means. Synthesis Essay Rubrics THESIS Score Scoring Criteria Essays Essays This assessment: 0 For one of the following:• There is no reasonable thesis. • The intended thesis only reproduces the call. • The intended thesis provides a summary of the problem without an obvious or coherent claim. • There is a thesis, but it does not respond to the call. • Just repeat the prompt. • Do not take a position, or the position is vague or needs to be derived. • Equivocate or grasp the arguments of others, but not those of the student (e.B. some people say it's good, some people say it's bad). • Specify an obvious fact instead of making a claim that requires a defense. 1 Responds to the prompt with a thesis that represents a reasonable position. Respond to the prompt instead of repeating or rewording the prompt, and the thesis clearly takes a position instead of just saying that there are pros/cons. EVIDENCE AND COMMENTARY Score Scoring Criteria Essays With This Score: 0 Simply restates (if any), repeated provided information or refers to less than two of the provided sources. Are incoherent or do not address the prompt. Can only be an opinion, without text references or references that are irrelevant. 1 EVIDENCE:Provides evidence or refers to at least two of the sources provided. ANDCOMMENTARY:Summarizes the evidence, but does not explain how the evidence supports the student's argument tends to focus on summarizing or describing sources rather than specific details. 2 EVIDENCE:Provides evidence or refers to at least three of the sources provided. ANDCOMMENTARY:Explains how some of the evidence is related to the student's argument, but no line of reasonism is established, or the line of reason is flawed. Consists of a mixture of specific evidence and broad general units. May contain some simplistic, inaccurate or repeated explanations that do not reinforce the argument. Can make a point well, but either can't make multiple supporting claims or can't support enough more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly defined. 3 EVIDENCE:Provides specific evidence from at least three of the sources provided to support all claims on a number of grounds of reason. ANDCOMMENTARY:Explains how some of the evidence supports a line of reason. Provide consistent evidence to support claims. Focus on the meaning of specific words and details from the sources to make an argument Create. Organize an argument as an argument line that consists of multiple supporting claims. The comment ary may not incorporate some evidence or support an important claim. 4 EVIDENCE:Provides specific evidence from at least three of the sources provided to support all claims on a number of grounds. ANDCOMMENTARY:Consistently explains how the evidence supports a line of reasoning. Consistent proofs to support claims. Focus on the meaning of specific words and details from the sources to create an argument. Organize and support as a number of reasons consisting of several support applications, each with sufficient evidence clearly explained. SOPHISTICATION Score Scoring Criteria Essays With This Score: 0 Does not meet the criteria for a point • Attempt to contextualize your argument, but such attempts consist mostly of comprehensive generalizations. • Just point to or suggest other arguments. • Use complicated or complex sentences or language that are ineffective because they do not reinforce the argument. 1 Shows the sophistication of thought and/or a complex understanding of the rhetorical situation. Answers that deserve this point can show a sophistication of thought and/or a complex understanding of the rhetorical situation by doing one of the following:1. Making a nuanced argument by consistently identifying and investigating complexities or stresses in the sources.2. To articulate the implications or limitations of an argument (either the student's argument or the arguments conveyed in the sources) by placing it in the context of the abroad.3. Make effective rhetorical decisions that consistently strengthen the strength and effect of the student's argument throughout the answer.4. With a style that is consistently lively and convincing. Time to synthesize this dough in some cookies. Rhetorical Analysis Essay Rubrics THESIS Score Scoring Criteria Essays With This Score: 0 For any of the following:• There is no defensible thesis. • The intended thesis only gives up the prompt. • The intended thesis provides a summary of the problem without obvious or coherent claim. • There is a thesis, but it does not respond to the prompt. • Repeat the prompt. • Do not respond to the rhetorical decisions made by the author of the passage. • Describe or repeat the passage instead of making a claim that requires a defense. 1 Responds to the invitation with a reasonable thesis that analyses the author's rhetorical decisions. Respond to the prompt instead of repeating or rewording the prompt, and articulate a reasonable thesis about the rhetorical decisions the writer makes. EVIDENCE AND COMMENTARY Score Scoring Criteria Essays With This Score: 0 Simply restates (if any), repeatedly provided information, or provides information that is irrelevant to the command prompt. Are incoherent or do not address the prompt. Can only be an opinion, without text references or references that are irrelevant. 1 EVIDENCE:Provides evidence that is mostly general. ANDCOMMENTARY:Summarizes the evidence but does not explain how the evidence supports the student's argument. Focus on summarizing or describing a passage instead of specific details or techniques. Mention rhetorical decisions with little or no explanation. 2 EVIDENCE:Provides some specific relevant evidence. ANDCOMMENTARY:Explains how some of the evidence relates to the student's argument, but there is no line of argument or the is faulty. Consists of a mixture of specific evidence and broad general units. May contain some simplistic, inaccurate or repeated explanations that do not reinforce the argument. Can make a point well, but either can't make multiple supporting claims or can't support enough more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly defined. 3 EVIDENCE:Provides specific evidence to support all claims in a number of common senses. ANDCOMMENTARY:Explains how some of the evidence supports a line of reason. ANDEExplains how at least one rhetorical choice in the passage contributes to the author's argument, purpose, or message. Provide consistent evidence to support claims. Focus on the meaning of specific words and details from the sources to create an argument. Organize an argument as an argument line that consists of multiple supporting claims. The comment ary may not incorporate some evidence or support an important claim. 4 EVIDENCE:Provides specific evidence to support all claims in a number of common senses. ANDCOMMENTARY:Consistently explains how the evidence supports a line of reason. ANDEExplains how several rhetorical decisions in the passage contribute to the argument, purpose, or message of the author. Consistent proofs to support claims. Focus on the meaning of specific words and details from the sources to create an argument. Organize and support an argument as a line of reason that consists of several support demands, each with appropriate evidence that is clearly explained. Explain how the author's use of rhetorical decisions helps the student interpret the passage. SOPHISTICATION Score Scoring Criteria Essays With This Score: 0 Does not meet the criteria for a point • Attempt to contextualize their argument, but such attempts consist mostly of blanket generalizations. • Just point to or suggest other arguments. • Investigate individual rhetorical decisions, but do not examine the relationships between different decisions during the passage. • Oversimplify complexities in the passage. • Use complicated or complex sentences or language that are ineffective because they do not amplify the argument. 1 Shows the sophistication of thought and/or a complex understanding of the rhetorical situation. Answers that deserve this point can provide a sophistication of thought and/or a complex understanding of the rhetorical situation 1. Explain the meaning or relevance of the writer's rhetorical decisions (in view of the rhetorical situation).2. Explanation of a purpose or function of the complexities or tensions of the passage.3. With a style that is consistently alive and convincing throughout the student's response. Check your texts carefully! Argumentative Essay Rubrics THESIS Score Scoring Criteria Essays With This Score: 0 For Any of the of is not a reasonable thesis. • The intended thesis only reproduces the call. • The intended thesis provides a summary of the problem without an obvious or coherent claim. • There is a thesis, but it does not respond to the call. • Repeat only the prompt. • Do not take a position, or the position is vague or must be derived. • Specify an obvious fact instead of making a claim that requires a defense. 1 Responds to the prompt with a thesis that represents a reasonable position. Respond to the prompt instead of repeating or rewording the prompt, and the thesis clearly takes a position instead of just saying that there are pros/cons. EVIDENCE AND COMMENTARY Score Scoring Criteria Essays With This Score: 0 Simply restates (if any), repeatedly provided information, or provides information that is irrelevant to the command prompt. Are incoherent or do not address the prompt. Can only be an opinion, without text references or references that are irrelevant. 1 EVIDENCE:Provides evidence that is mostly general. ANDCOMMENTARY:Summarizes the evidence, but does not explain how the evidence supports the argument. Focus on summarizing evidence rather than specific details. 2 EVIDENCE:Provides some specific relevant evidence. ANDCOMMENTARY:Explains how some of the evidence is related to the student's argument, but no line of reasonism is established, or the line of reason is flawed. Consists of a mixture of specific evidence and broad general units. May contain some simplistic, inaccurate or repeated explanations that do not reinforce the argument. Can make a point well, but either can't make multiple supporting claims or can't support enough more than one claim. 3 EVIDENCE:Provides specific evidence to support all claims in a number of common senses. ANDCOMMENTARY:Explains how some of the evidence supports a line of reason. Provide consistent evidence to support claims. Focus on the meaning of specific words and details from the sources to create an argument. Organize an argument as an argument line that consists of multiple supporting claims. The comment ary may not incorporate some evidence or support an important claim. 4 EVIDENCE:Provides specific evidence for all claims in a number of common senses. ANDCOMMENTARY:Consistently explains how the evidence supports a line of reasoning. Consistent proofs to support claims. Focus on the importance of Words and details from the sources to create an argument. Organize and support an argument as a line of reason that consists of several support demands, each with appropriate evidence that is clearly explained. SOPHISTICATION Score Scoring Criteria Essays With This Score: 0 Does not meet the criteria for a point • Attempt to contextualize their argument, but such attempts consist mostly of blanket generalizations. • Just point to or suggest other arguments. • Use complicated or complex sentences or language that are ineffective because they are not ineffective because they are not the argument. 1 Shows the sophistication of thought and/or a complex understanding of the rhetorical situation. Answers that deserve this point can demonstrate the sophistication of thought and/or a complex understanding of the rhetorical situation by performing one of the following measures: 1. To create a nuanced argument by consistently identifying and exploring complexity or tensions.2. Articulate the implications or constraints of an argument (either the student's argument or an argument related to the command prompt) by placing it in a broader context.3. Make effective rhetorical decisions that consistently strengthen the strength and effect of the student's argument.4. With a style that is consistently alive and convincing throughout the student's response. The best kind of frenzy is a puppy rush! AP English Language Prep Tips Unlike his cousin, the AP English Literature and Composition Exam, the AP Language and Composition Exam (and course) has very little to do with fiction or poetry. For example, some students accustomed to more traditional English classes may be a little baffled about what needs to be done to prepare. Luckily for you, I have a whole bunch of preparation tips for you! Reading nonfiction – In an intelligent way, you can prepare for the AP long and comp exam, is reading nonfiction – especially nonfiction books that argue a position, whether explicit (like an op-ed) or implicit (like many memoirs and personal essays). Read a variety of nonfiction books and topics, and watch out for the following: What is the author's argument? What evidence do they use to support their position? What rhetorical techniques and strategies do they use to build their arguments? Are they convincing? What counter-arguments can you identify? Do they address them? If you think about these questions, with all the readings you do, you can improve your rhetorical analysis skills. Learn rhetorical terms and strategies Of course, if you go to analyze the nonfiction books you read for their rhetorical techniques and strategies, you need to know what that is! You should learn a robust stable of rhetorical terms from your teacher, but here is my guide to the main AP language and composition terms. If you want to check this, there are many resources you can consult: we have compiled a list of 20 rhetorical devices you should know about. Another great resource to learn about rhetorical analysis and how rhetorical devices are actually used is the YouTube Channel Teach Argument, which has videos that analyze everything rhetorically, by Taylor Swift to Super Bowl commercials. It's a fun way to think about rhetorical devices and familiarize yourself with argumentative structures. After all, a great book—which you may already be using in your class—you say, I say. This book provides an overview of rhetoric specifically for academic purposes that you can preparation and beyond. You also need to practice argumentative and convincing writing. In particular, you should practice the writing styles that are tested on the exam: synthesis of your own argument based on multiple external sources, rhetorical analysis of another piece of writing in depth, and create a completely original argument based on your own evidence and experience. You should do many writing tasks in your AP class to prepare them, but thoughtful, additional writing will help. You don't necessarily have to turn all the practice you write into polished pieces – just writing for yourself while trying to tackle some of these tasks, giving you a way to try out different rhetorical structures and argumentative movements, as well as practicing things like organization and developing your own writing style. Not the most promising beginning of an argumentative essay. Practice for the exam Finally, you need to practice specifically for the exam format. There are sample multiple selection questions in the AP course and exam description and old questions for free answers on the College Board's website. Unfortunately, the College Board has not officially published full exams from previous years for the AP English Language and Composition exam, but you might find some that teachers have uploaded to school websites and so on from Googeln AP Language complete released exams. I also have a guide to AP language and composition tests. How can you do your best on the test once you are prepared and ready to go? AP Language and Composition Test Day Tips Here are four key tips for test day success. They are 100% successful! Interact with the text If you read passages, both in the multiple-choice area and for the first two questions for free answering, interact with the text! Mark it for things that seem important, devices that you notice, the author's argument, and everything else that seems important for the rhetorical construction of the text. This will help you to deal with the text and make it easier to answer questions or write an essay about the passage. Think about the overarching purpose and argument of each text similar, with each passage you read, consider the author's overarching purpose and argument. If you can safely figure out what the author's primary claim is, it will be easier to track how all other aspects of the text play into the author's main point. Plan your essays The most important thing you can do for yourself on the free-response section of the AP English Exam can, is to spend a few minutes planning and sketching your essays before you start writing them. Unlike some other exams where the content is the most important aspect of the essay, the AP language exam, organization, a well-developed argument and strong strong are all crucial for strong essay scores. An outline will help you with all these things. You can ensure that every part of your argument is logical, has sufficient evidence, and that your paragraphs are clearly arranged and flow well. Anticipating and Addressing Arguments Another thing you can do to give your free answers an extra boost is to identify counter-arguments to your position and address them in your essay. This not only helps to support your own position, but it's also a pretty demanding move in a timed essay that will win you over with AP-graders. Address counter-arguments correctly, or they will be returned to the sender! Key Takeaways The AP Language and Composition Exam tests your rhetorical skills. The test consists of two sections. The first section is a one-hour, 45-question multiple-choice test based on rhetorical techniques and compositional decisions. The second section is a two-hour free-answer section (with a 15-minute first reading time) with three essay questions: one in which you have to synthesize certain sources to find an original argument, one in which one must rhetorically analyze a particular passage, and one in which one has to make a completely original argument about a problem without external sources. You will receive one point for each correct answer to the multiple choice area of the exam, which is worth 45% of your score. The free response area is worth 55% of your score. For each question of the free answer you will receive a score based on a rubric of 0-6. Your total gross score is converted into a scaled score of 1-5. Here are some test preparation strategies for AP Lang: #1: Read nonfiction with an eye for rhetoric. Here are some success tips for the test day: #1: Interact with every passage you encounter!#2: Consider the overarching purpose and argument of each text.#3: Track time. With all this knowledge, you are ready to kill the AP English language and composition beast! Noble Knights, prepare to kill the AP Dragon! What's next? Want more AP Lang review? We have a complete collection of published AP language practice tests, as well as a list of AP long terms that you need to know, and a guide to multiple-choice area. Taking the AP Literature Exam? Check out our ultimate guide to the AP English Literature Test and our list of AP Literature practice tests. Other AP exams? See our Ultimate Guides to AP World History, AP US History, AP Chemistry, AP Biology, AP World History and AP Human Geography. More AP Preparation Instructions? See how to study ap exams and find AP practice tests. Do you want to create the best possible college application? We can help. PrepScholar Admissions is the world's Admission advice. We combine world-class admission consultants with our data-driven, proprietary approval strategies. We have overseen thousands of students coming to their best schools, from state colleges to the Ivy League. We know what kind of student colleges want to admit. We would like to have you admitted to your dream schools. Learn more about PrepScholar approvals to maximize your chances of boarding. Do you have friends who also need help with test preparation? Share this article! Do you have any questions about this article or other topics? Ask below and we will answer! Answer!

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