

Question 1



The Juggler Represents . . .

God	Atlas	Jesus	depression	freedom
WWII	the sun	parenthood	multitasking	the Great Depression
Failure	jealousy	Zeus	the work week	roles in marriage
Religion	humanity	gravity	puppetmaster	entertainment
Death	Savior	childhood	solar system	triumph over adversity
Art	practice	courage	life	Übermensch

A little more random readings

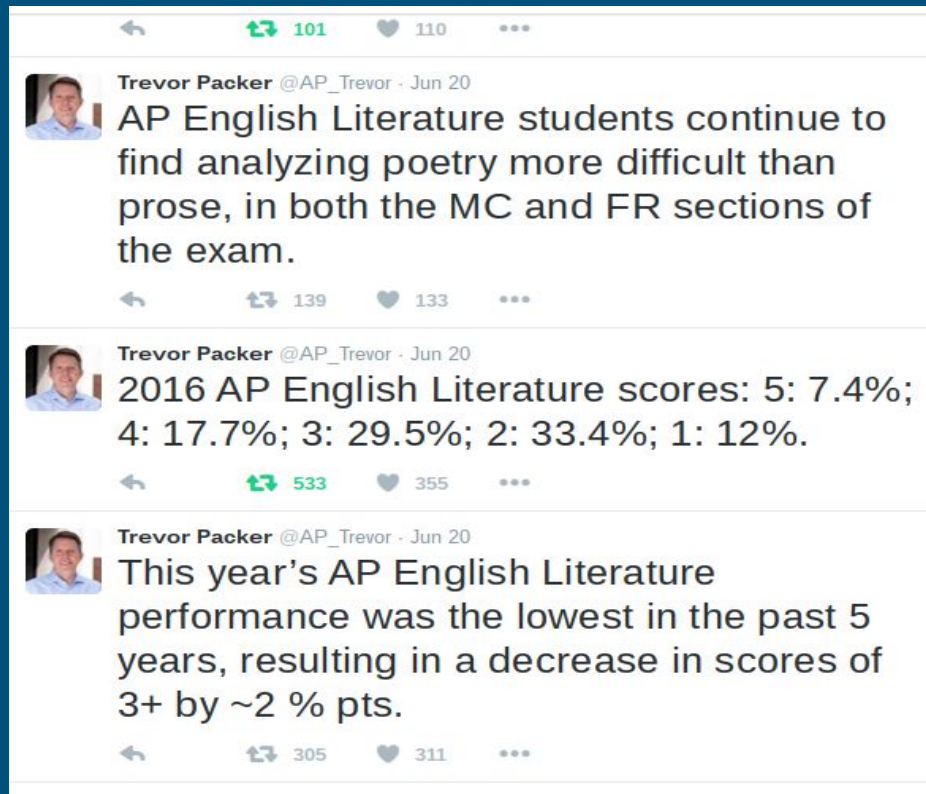
The Cat in the Hat

The Great Depression

The Chicago Blackhawks

Sausage Balls

The 2016 Lit Exam Data



The image shows a screenshot of three tweets from Trevor Packer (@AP_Trevor) posted on June 20. The tweets discuss AP English Literature exam performance, specifically focusing on the difficulty of analyzing poetry and the overall scores for the 2016 exam.

Tweet 1: Trevor Packer @AP_Trevor · Jun 20
AP English Literature students continue to find analyzing poetry more difficult than prose, in both the MC and FR sections of the exam.
Retweets: 101, Likes: 110

Tweet 2: Trevor Packer @AP_Trevor · Jun 20
2016 AP English Literature scores: 5: 7.4%; 4: 17.7%; 3: 29.5%; 2: 33.4%; 1: 12%.
Retweets: 533, Likes: 355

Tweet 3: Trevor Packer @AP_Trevor · Jun 20
This year's AP English Literature performance was the lowest in the past 5 years, resulting in a decrease in scores of 3+ by ~2 % pts.
Retweets: 305, Likes: 311

Where Students Excelled

- Taking advantage of the multiple entry points
- Addressing both literal and figurative meanings
- Identifying poetic devices

Where Students Fell Short:

- Failing to support analysis with evidence from the text
- Not answering all parts of the prompt
- Focusing on only one dimension of the poem
- Explaining the function of poetic devices

Methods of Organization

1. Insights - each paragraph began with a big picture idea or theme further unpacked with textual evidence and/or devices linked back to the meaning
2. Stanzas - analysis and devices are discussed in the order in which they are introduced
3. Devices - the most formulaic of the methods rarely yielding an essay no higher than a 6, yet for students who struggle with writing or poetry analysis, this works

Takeaways - Analysis

- Give students tools to help them unpack complexity within analysis such as contrasting ideas, transitioning from one insight to the next, or layering analysis
- Don't assume the reader can make all of the connections; clearly express each step in the thought process.
- Provide students with plenty of opportunity to practice analyzing poetry individually.
- Teach structure; students who wrote about the structure of the poem generally had upper level essays.

Takeaways - Writing

- Teach writing at the sentence level; the upper level essays not only offered good analysis and organization but contained well-written sentences.
- Practice sentence combining.
- Write succinctly; say what needs to be said in the briefest way possible. Every word counts!
- Always use an adjective before the words *diction* or *tone*.

LIT: Chief Reader Report Commentary Consistent from Year-to-Year

<i>Students struggle with...</i>	
GENERAL	<ul style="list-style-type: none">• Managing complexity – “Literature is complex and demands a layered analysis.• <u>Examining meaning as complex and nuanced.</u>• Organizing responses in such a way that they are driven by insights, not devices.• Moving from the particular to the broad – not just listing devices, but linking to meaning.• Moving from the broad to the particular – not just talking meaning, but examining devices.• Responding to the prompt.• Examining the nuance of tone.• Using the context.
VERSE	<ul style="list-style-type: none">• Analyzing instead of just stating what is in the poem or summarizing.• Analyzing the structure of a poem beyond just stanzaic structures.• Engaging a variety of poems.
PROSE	<ul style="list-style-type: none">• Examining the relationship of point of view (narrator) on meaning.• Identifying and linking aspects of character development to meaning.• Examining complexities in prose – often a result of a single reading under the assumption that it is easy to “get.”• Answering all parts of the prompt with sufficient evidence and explanation.• Engaging complex prose (diction & syntax) – often representative of earlier works (i.e., pre-20th century).
OPEN	<ul style="list-style-type: none">• Linking specific details from the text to the meaning of the work as a whole and not just listing them.• Making generalized and oversimplified statements about characters or texts.• Texts from different periods and genres.

Where to Access This Year's Chief Reader Report


Found on

College Board site

Less than 1% of Online FRQ Users Accessing Student Performance Q&A (Chief Reader Report)

2015: Free-Response Questions

Questions	Scoring	Samples and Commentary	Score Distribution
Free-Response Questions	Scoring Guidelines Student Performance Q&A Scoring Statistics	Sample Responses Q1 Sample Responses Q2 Sample Responses Q3 Sample Responses Q4 Sample Responses Q5	Score Distribution



Susan Barber, Northgate High School

Email: susan.barber@cowetaschools.net



@susanclaireb

Website: APLitHelp.com

A screenshot of the AP Lit Help website. The header features the title "AP LIT HELP" in large, bold, black letters. To the right of the title are navigation links: "start here", "ideas", and "#aplitchat on twitter". Below the header is a search bar with the text "Search ...". The main content area displays the title "Thoughts from an AP Lit Reader: Question 3" in a large, black, serif font. Below the title is the author's name "by Jori Krulder" in a smaller, black, sans-serif font. At the bottom of the article preview is a photograph of a stack of three books with yellowed pages, resting on a dark wooden surface. On the right side of the screenshot, there is a sidebar with a "Get" button and a "Talks with" section containing a list of items, including "TH", "LE", "S", "LIT", and "15".

AP LIT HELP

start here ideas #aplitchat on twitter

Search ...

Get

Talks with

TH
LE
S
LIT
15

Thoughts from an AP Lit Reader: Question 3

by Jori Krulder

/thoughts-ap-lit-reader-question-3/