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AP ENGLISH LANGUAGE · FREE RESOURCE

Score Calculator and Goal-Setting Worksheet

Turn your practice-exam results into an approximate AP score, log five exams, track your errors by skill, and set specific goals. Print it or copy the tables into a document and fill them in as you go.

Read this first: what the numbers mean

College Board does not publish the formula that converts raw scores to the 1–5 scale, and the cut points change slightly each year. The estimate below uses a widely used reconstruction:

- **Composite = (multiple-choice correct x 1.5) + (essay total x 4.58)**, out of about 150
- Multiple choice: 0–45 correct, giving up to 67.5 points
- Essays: three essays scored 0–6 each, total 0–18, giving up to about 82.5 points

Approximate bands (label every result “approximate”):

ESTIMATED AP SCORE	COMPOSITE (OUT OF 150)
5	about 105 and above
4	about 87 to 104
3	about 65 to 86
2	about 45 to 64
1	below about 45

The 2025 exam appears to have reset standards: the share of students scoring 3 or higher rose from 54.6% in 2024 to 74.3% in 2025. Real cutoffs may therefore be somewhat lower than these bands. Use the calculator to **track your own progress across exams**, not to predict a single score.

Step 1: Compute your composite

1. Count your correct multiple-choice answers (0–45). Multiply by 1.5.
2. Add your three essay scores (each 0–6). Multiply by 4.58.
3. Add the two results.

Worked example. A student gets 31 correct and scores 4, 3, and 4 on the essays. - Multiple choice: $31 \times 1.5 = 46.5$ - Essays: $(4 + 3 + 4) = 11$; $11 \times 4.58 = 50.4$ - Composite = 96.9, approximate band: **4**

Step 2: Composite estimate table

Find your multiple-choice row and your essay-total column. Values are composites (rounded).

MC CORRECT	ESSAYS 6	ESSAYS 9	ESSAYS 12	ESSAYS 15	ESSAYS 18
15	50	64	78	91	105
20	58	71	85	99	112
25	65	79	93	106	120
30	73	86	100	114	127
35	80	94	108	121	135
40	88	101	115	129	142
45	95	109	123	136	150

Reading the table: 35 correct with essays totaling 9 (three 3s) gives about 94, which is a low 4. 25 correct with essays totaling 12 (three 4s) gives about 93, also a 4. The table shows the tradeoff: **each essay point is worth about three multiple-choice questions.** Raising each essay by one point (three points total) adds roughly 14 composite points, equal to about nine more multiple-choice questions.

Step 3: Score logs for five practice exams

Copy one block per exam. Fill in after scoring with the key and rubrics.

Practice Exam 1 (date: _____)

ITEM	RESULT
MC correct (0–45)	_____
MC points (x 1.5)	_____
Q1 Synthesis: A ___ + B ___ + C ___	Total ___ / 6
Q2 Rhetorical analysis: A ___ + B ___ + C ___	Total ___ / 6
Q3 Argument: A ___ + B ___ + C ___	Total ___ / 6
Essay total (0–18)	_____
Essay points (x 4.58)	_____
Composite	_____
Approximate band	_____

ITEM	RESULT
Time finished Section I	_____
One thing to change next time	_____

Practice Exam 2 (date: _____)

ITEM	RESULT
MC correct (0–45)	_____
MC points (x 1.5)	_____
Q1 Synthesis: A ___ + B ___ + C ___	Total ___ / 6
Q2 Rhetorical analysis: A ___ + B ___ + C ___	Total ___ / 6
Q3 Argument: A ___ + B ___ + C ___	Total ___ / 6
Essay total (0–18)	_____
Essay points (x 4.58)	_____
Composite	_____
Approximate band	_____
Time finished Section I	_____
One thing to change next time	_____

Practice Exam 3 (date: _____)

ITEM	RESULT
MC correct (0–45)	_____
MC points (x 1.5)	_____
Q1 Synthesis: A ___ + B ___ + C ___	Total ___ / 6
Q2 Rhetorical analysis: A ___ + B ___ + C ___	Total ___ / 6
Q3 Argument: A ___ + B ___ + C ___	Total ___ / 6
Essay total (0–18)	_____
Essay points (x 4.58)	_____
Composite	_____
Approximate band	_____
Time finished Section I	_____
One thing to change next time	_____

Practice Exam 4 (date: _____)

ITEM	RESULT
MC correct (0–45)	_____
MC points (x 1.5)	_____
Q1 Synthesis: A ___ + B ___ + C ___	Total ___ / 6
Q2 Rhetorical analysis: A ___ + B ___ + C ___	Total ___ / 6
Q3 Argument: A ___ + B ___ + C ___	Total ___ / 6
Essay total (0–18)	_____
Essay points (x 4.58)	_____
Composite	_____
Approximate band	_____
Time finished Section I	_____
One thing to change next time	_____

Practice Exam 5 (date: _____)

ITEM	RESULT
MC correct (0–45)	_____
MC points (x 1.5)	_____
Q1 Synthesis: A ___ + B ___ + C ___	Total ___ / 6
Q2 Rhetorical analysis: A ___ + B ___ + C ___	Total ___ / 6
Q3 Argument: A ___ + B ___ + C ___	Total ___ / 6
Essay total (0–18)	_____
Essay points (x 4.58)	_____
Composite	_____
Approximate band	_____
Time finished Section I	_____
One thing to change next time	_____

Summary across exams

EXAM	MC CORRECT	ESSAY TOTAL	COMPOSITE	BAND
1	_____	_____	_____	_____

EXAM	MC CORRECT	ESSAY TOTAL	COMPOSITE	BAND
2	—	—	—	—
3	—	—	—	—
4	—	—	—	—
5	—	—	—	—

Step 4: MCQ error log by skill category

For every question you miss, put a tally mark in the row for its skill code (the answer keys tag each question). After each exam, circle any category with three or more misses. That is a pattern to study, not bad luck.

SKILL CATEGORY	SKILLS	QUESTIONS ON EXAM (APPROX.)	MISSES: EXAM 1	EXAM 2	EXAM 3	EXAM 4	EXAM 5
1 Rhetorical Situation, Reading	1.A, 1.B	5–6					
2 Rhetorical Situation, Writing	2.A, 2.B	5–6					
3 Claims and Evidence, Reading	3.A, 3.B, 3.C	6–7					
4 Claims and Evidence, Writing	4.A, 4.B, 4.C	5–6					
5 Reasoning and Organization, Reading	5.A, 5.B, 5.C	6–7					
6 Reasoning and Organization, Writing	6.A, 6.B, 6.C	5–6					
7 Style, Reading	7.A, 7.B, 7.C	5–6					
8 Style, Writing	8.A, 8.B, 8.C	5–6					
Total misses		45					

Why did I miss it? (cause log)

Skills tell you what to study; causes tell you how to fix it. For each miss, choose one cause.

CAUSE CODE	MEANING	FIX
R	Misread the passage or the stem	Slow down on the stem; underline the task word
H	Half-right choice (second clause wrong)	Check every word of the choice against the text
S	Out of scope (true of the whole passage, asked about one paragraph)	Reread the lines cited
O	Chose the opposite tone or purpose	Mark tone shifts as you read
V	Did not know the vocabulary	Add to the vocabulary list
T	Ran out of time or rushed	Practice pacing; skip and return
G	Guessed between two and lost	Prefer the specific, passage-anchored option

EXAM	R	H	S	O	V	T	G
1							
2							
3							
4							
5							

Step 5: FRQ row-score tracker

Record each row for each essay. Row A is 0 or 1, Row B is 0 to 4, Row C is 0 or 1.

EXAM	Q1 A	Q1 B	Q1 C	Q2 A	Q2 B	Q2 C	Q3 A	Q3 B	Q3 C
1									
2									
3									
4									
5									

Reading your tracker

PATTERN	WHAT IT USUALLY MEANS	WHERE TO GO
Row A often 0	Thesis restates the prompt or lists devices	<i>The 6-Point Rubrics Decoded</i> , Row A; folder 06 thesis templates
Row B stuck at 2	No line of reasoning; paragraphs are parallel and reorderable	Folder 04 essay guides; reverse-outline your essay
Row B stuck at 1 to 2 with strong evidence	Commentary is summary ("this shows that")	Commentary templates in folder 06
Q2 lower than Q1 and Q3	Typical; naming devices without effects	<i>The Rhetorical Analysis Essay Step by Step</i>
Row C never earned	Normal early on; build Row B first	Rubrics guide, four pathways

Step 6: Goal-setting

Where I am now

Date: _____

1. My most recent composite estimate and band: _____
2. My strongest skill categories: _____
3. My weakest skill categories (three or more misses): _____
4. My most common cause of misses (R, H, S, O, V, T, G): _____
5. My most common essay problem (Row A, B, or C): _____

My target

6. The AP score I want: _____ (reason: _____)
7. The composite I need to reach it (see band table): _____
8. If my multiple choice stays where it is, I need an essay total of: _____ (the table in Step 2 will help)
9. If my essays stay where they are, I need this many multiple-choice correct: _____

My plan

10. The one skill category I will study first: _____
11. The one essay row I will improve first: _____
12. How many timed essays I will write each week: _____
13. How many multiple-choice sets I will do each week: _____
14. When I will take the next full practice exam: _____
15. How I will check my essays (teacher, classmate, rubric self-score): _____

Reflection prompts (after each exam)

- Which question type did I handle better than last time, and why?

- Which two misses would I get right now? Which would I miss again?
- Where did I lose time on Section I? What will I do differently?
- Which essay felt strongest while writing it? Did the rubric agree?
- What is one sentence from my best essay that I could reuse as a pattern (not the words, the move)?
- If I could change only one habit before the next exam, what is it?

A realistic way to think about targets

Gaining one point on each essay is worth about as much as nine extra multiple-choice questions, and it is usually faster to improve. For most students the quickest gains come from converting summary commentary into explanation (Row B from 2 to 3) and from finishing all three essays rather than leaving the last one thin.

Want a plan built around **your** student?

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