



SCHOLAR COACH, INC.

AP ENGLISH LITERATURE · FREE RESOURCE

Score Calculator and Goal-Setting Worksheet

A working document for the whole year: estimate your AP score after each practice exam, log every multiple-choice miss by skill, track your essay rows, and set specific goals. Print it or copy the tables into a notebook or spreadsheet.

Important: College Board does not publish the composite formula or the cutoffs for each AP score, and the cutoffs shift slightly from year to year. Treat your estimate as a direction of travel, not a prediction.

Part 1: How to estimate your composite

The formula

1. **Multiple-choice points** = number correct (0–55) × 1.2273. Maximum about 67.5.
2. **Essay points** = (Q1 + Q2 + Q3, each 0–6, total 0–18) × 4.5833. Maximum 82.5.
3. **Composite** = MC points + essay points. Maximum about 150.

Lookup table: multiple-choice points

MC CORRECT	COMPOSITE POINTS	MC CORRECT	COMPOSITE POINTS
10	12.3	35	43.0
15	18.4	38	46.6
20	24.5	40	49.1
22	27.0	42	51.5
25	30.7	45	55.2
28	34.4	48	58.9
30	36.8	50	61.4
32	39.3	55	67.5

For any other number, multiply by 1.2273.

Lookup table: essay points

SUM OF THREE ESSAY SCORES (0–18)	COMPOSITE POINTS
0	0.0
3	13.8
6	27.5
7	32.1
8	36.7
9	41.3
10	45.8
11	50.4
12	55.0
13	59.6
14	64.2
15	68.8
16	73.3
17	77.9
18	82.5

Converting composite to an AP score (approximate)

ESTIMATED AP SCORE	SHARE OF COMPOSITE	COMPOSITE POINTS (OUT OF 150)
5	about 70% and up	about 105 and up
4	about 58–69%	about 87–104
3	about 43–57%	about 65–86
2	about 30–42%	about 45–64
1	below about 30%	below about 45

Because cutoffs move, treat any result within 4 or 5 points of a boundary as “could go either way.”

Three worked examples

Example A: A solid 3. MC: 27 correct → 33.1. Essays: 3, 3, 4 = 10 → 45.8. Composite = 78.9. Estimated score: **3**, about 8 points below the 4 boundary (87 – 79).

Example B: A borderline 4. MC: 34 correct $\rightarrow$ 41.7. Essays: 4, 3, 4 = 11 $\rightarrow$ 50.4. Composite = 92.1. Estimated score: **4**, about 5 points above the 3/4 boundary.

Example C: Reaching for a 5. MC: 40 correct $\rightarrow$ 49.1. Essays: 5, 4, 5 = 14 $\rightarrow$ 64.2. Composite = 113.3. Estimated score: **5**, about 8 points above the boundary.

What a point is worth

GAIN	COMPOSITE POINTS
One more multiple-choice question correct	1.2
One more point on one essay	4.6
One more point on each of the three essays	13.8
Four more multiple-choice questions correct	4.9

Moving one essay row up by one point is worth nearly four multiple-choice questions. This is why the study plan puts so much time into Row B.

Your own estimate

STEP	YOUR NUMBER
MC correct	_____
MC points ($\times 1.2273$)	_____
Q1 + Q2 + Q3	_____
Essay points ($\times 4.5833$)	_____
Composite	_____
Estimated AP score	_____

Part 2: Score log for five practice exams

Fill in a row after each exam. Score the essays with *The 6-Point Rubrics Decoded*.

Master log

EXAM	DATE	MC /55	Q1 /6	Q2 /6	Q3 /6
1 (baseline)	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____

EXAM	DATE	MC /55	Q1 /6	Q2 /6	Q3 /6
5	—	—	—	—	—

Composite and score

EXAM	MC POINTS	ESSAY POINTS	COMPOSITE	ESTIMATED AP SCORE
1	—	—	—	—
2	—	—	—	—
3	—	—	—	—
4	—	—	—	—
5	—	—	—	—

Section I timing log

Record how you used your 60 minutes.

EXAM	PASSAGES FINISHED	MINUTES ON THE HARDEST PASSAGE	QUESTIONS GUESSED IN THE LAST 5 MINUTES	NOTES
1	—	—	—	_____
2	—	—	—	_____
3	—	—	—	_____
4	—	—	—	_____
5	—	—	—	_____

Section II timing log

EXAM	ORDER I WROTE ESSAYS	MINUTES ON Q1	MINUTES ON Q2	MINUTES ON Q3
1	—	—	—	—
2	—	—	—	—
3	—	—	—	—
4	—	—	—	—
5	—	—	—	—

Part 3: Multiple-choice error log by skill category

The exam weights skill categories unevenly. Use the “Expected on exam” column to see whether your misses are concentrated in a heavy category (high payoff) or a light one.

Category summary

SKILL CATEGORY	EXPECTED ON EXAM (OF 55)	EXAM 1 MISSED	EXAM 2 MISSED	EXAM 3 MISSED
1. Character	9–11	—	—	—
2. Setting	2–3	—	—	—
3. Plot and structure	9–11	—	—	—
4. Narrator or speaker	12–14	—	—	—
5. Word choice, imagery, symbols	6–7	—	—	—
6. Comparison	6–7	—	—	—
7. Argumentation ("student claim")	6–7	—	—	—

SKILL CATEGORY	EXAM 4 MISSED	EXAM 5 MISSED	TOTAL MISSED	TOTAL POSSIBLE	MISS RATE
1. Character	—	—	—	—	—
2. Setting	—	—	—	—	—
3. Plot and structure	—	—	—	—	—
4. Narrator or speaker	—	—	—	—	—
5. Word choice, imagery, symbols	—	—	—	—	—
6. Comparison	—	—	—	—	—
7. Argumentation	—	—	—	—	—

Question-level error log

Copy this table as many times as you need. Fill it in immediately after checking the key.

EXAM / Q#	SKILL TAG	WHY I MISSED IT	FIX
—	—	—	—
—	—	—	—
—	—	—	—

EXAM / Q#	SKILL TAG	WHY I MISSED IT	FIX
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Reason codes (use these in the “Why I missed it” column)

CODE	MEANING
MR	Misread the passage (did not understand the literal situation)
LN	Did not reread the cited lines plus the line before and after
HW	Chose a half-right answer; the second half was wrong
EX	Chose an answer too extreme (absolute language, tone too strong)
LT	Took a figurative phrase literally, or the reverse
WA	Attributed a feeling or action to the wrong character
FN	Named the device correctly but misstated its function
TW	Did not know a tone word or vocabulary word
TM	Ran out of time and guessed
ST	Misread the stem (missed NOT, EXCEPT, “primarily”)
CL	Skill 7 item: picked evidence that fit the passage but not the student’s claim
??	Cannot tell; ask a teacher

Reading the pattern

After three exams, count your reason codes.

MOST COMMON CODE	WHAT TO DO
MR	Slow the first read; write a one-line summary of every stanza or paragraph before the questions. Use the poetry and prose reading guides in folder 04.
LN or ST	Build a stem routine: underline the verb and modifier (“primarily,” “in context”); always read the cited lines plus one before and after.
HW or EX	Practice the “both halves must be true” check; circle any absolute word (always, never, completely) and distrust it.

MOST COMMON CODE	WHAT TO DO
LT or FN	Practice "function" drills in folder 10: after naming a device, finish the sentence "in order to..."
TW	Work the tone-word bank in folder 05, five words a week.
TM	Cut your first read of each passage by one minute; do line-referenced questions first; leave whole-passage questions for last.
CL	Practice the Skill 7 drills in folder 10. Ask of every choice: "Does this support <i>this exact claim?</i> "

Part 4: FRQ row tracker

Record each essay's three rows. Look for rows that stay flat.

Poetry (Q1)

EXAM / PRACTICE DATE	PROMPT (POEM)	A /1	B /4	C /1	TOTAL /6	ONE THING TO CHANGE
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____

Prose (Q2)

EXAM / PRACTICE DATE	PROMPT (PASSAGE)	A /1	B /4	C /1	TOTAL /6	ONE THING TO CHANGE
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____

Literary Argument (Q3)

EXAM / PRACTICE DATE	PROMPT AND WORK CHOSEN	A /1	B /4	C /1	TOTAL /6	ONE THING TO CHANGE
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____
_____	_____	—	—	—	—	_____

Diagnosing from the tracker

WHAT YOU SEE	LIKELY CAUSE	WHERE TO WORK
Row A is 0	Thesis restates the prompt or lists devices	Thesis templates and thesis-sorting drills (folders 06 and 10)
Row B stuck at 1	Summary or paraphrase; devices named but not explained	Commentary rewrite drills; Say–Mean–Matter organizer (folders 07 and 10)
Row B stuck at 2	Mixture of specific and general evidence; no line of reasoning; organized by device	Idea-based paragraphing and topic-sentence ladders (folders 04 and 06)
Row B stuck at 3	Commentary explains some evidence but not all; only one technique explained	Pair every quotation with two commentary sentences; add a second technique per paragraph
Row C always 0	Complexity absent or confined to a single sentence	“Although/yet” thesis; sophistication pathways in the rubric document
Q2 consistently lower than Q1 and Q3	Overlooking secondary characters, narrator stance, irony	Notice–Focus–Interpret organizer (folder 07); prose Step-by-Step guide (folder 04)
Q3 consistently lower	Plot summary, vague evidence, losing the key term	Major Works Data Sheets; Q3 planning guide (folders 04 and 07)

Q3 prepared-works tracker

Track which works you can write about with concrete detail.

WORK	SCENES I CAN DESCRIBE (3–4)	MOTIFS/IMAGES (2– 3)	INTERPRETIVE CLAIM	PROMPTS IT FITS
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

WORK	SCENES I CAN DESCRIBE (3–4)	MOTIFS/IMAGES (2–3)	INTERPRETIVE CLAIM	PROMPTS IT FITS
_____	_____	_____	_____	_____

Part 5: Goal-setting

Step 1: Pick your target

Circle one: **3** / 4 / 5

Required composite for that target (approximate): 65 / 87 / 105

Step 2: Choose a realistic path to that composite

Pick one row from the table that matches your target and starting point. Each path reaches the same composite using different strengths.

TARGET	PATH	MC CORRECT	ESSAYS (Q1 / Q2 / Q3)	COMPOSITE
3	Balanced	26	3 / 3 / 3	about 73
3	Essay-leaning	22	3 / 3 / 4	about 73
4	Balanced	33	4 / 4 / 4	about 95
4	MC-leaning	38	3 / 3 / 4	about 92
4	Essay-leaning	28	4 / 4 / 5	about 94
5	Balanced	40	5 / 4 / 5	about 113
5	MC-leaning	45	4 / 4 / 4	about 110
5	Essay-leaning	36	5 / 5 / 5	about 113

My chosen path: _____

Step 3: Compare to your baseline

	BASELINE (EXAM 1)	TARGET	GAP
MC correct	_____	_____	_____
Q1	_____	_____	_____
Q2	_____	_____	_____
Q3	_____	_____	_____

Step 4: Goal prompts

Write full sentences. Revisit after every practice exam.

1. The skill category where I lose the most multiple-choice points is _____. The specific reason code that shows up most is _____.
2. The one essay row I most need to move is _____ on essay type _____, from _____ to _____.
3. In the next two weeks I will practice that by: _____
4. The next time I write a thesis, I will make sure it does these two things: _____
5. For commentary, I will add a second sentence to every piece of evidence that answers the question: "so what does this do to _____?"
6. My three prepared Q3 works are _____, _____, and _____. The one I need to learn better is _____ because _____.
7. When I run out of time, it is usually in _____ (Section I passage 4 or 5 / the Q2 conclusion / Q3). My fix is _____.
8. One habit I will practice every day this month is _____ (examples: reading one poem and finding its shift; learning five tone words; writing a one-sentence paraphrase for every paragraph I read).

Step 5: Weekly check-in

WEEK OF	WHAT I PRACTICED	EVIDENCE IT WORKED	NEXT WEEK I WILL
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Step 6: Final reflection (after Exam 5, or two weeks before the test)

- What is the biggest change from my baseline? _____
- Which rubric row has improved most? _____
- What is the one thing I will do in the first five minutes of each essay on test day?

- What is the one thing I will do in the first two minutes of each multiple-choice passage?

- My plan for the last week: _____

Answer Key: Worked-example arithmetic

For checking your own calculations.

- Example A: $27 \times 1.2273 = 33.1$; essays $3 + 3 + 4 = 10$, $\times 4.5833 = 45.8$; composite 78.9, which falls in the 3 range (about 65–86), roughly 8 points below the 4 boundary of about 87.
- Example B: $34 \times 1.2273 = 41.7$; essays $4 + 3 + 4 = 11$, $\times 4.5833 = 50.4$; composite 92.1, a 4.

- Example C: $40 \times 1.2273 = 49.1$; essays $5 + 4 + 5 = 14$, $\times 4.5833 = 64.2$; composite 113.3, a 5.
- Goal-path composites: 26 MC (31.9) + 9 essay points (41.3) = 73.2; 22 MC (27.0) + 10 (45.8) = 72.8; 33 MC (40.5) + 12 (55.0) = 95.5; 38 MC (46.6) + 10 (45.8) = 92.4; 28 MC (34.4) + 13 (59.6) = 94.0; 40 MC (49.1) + 14 (64.2) = 113.3; 45 MC (55.2) + 12 (55.0) = 110.2; 36 MC (44.2) + 15 (68.8) = 113.0.

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

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