AP Resp to Lit Essay Scoring Guide: 9 Point Rubric

**8-9** These are extremely well written and complete papers. Superior papers will be excellent in their organization, specific in their references, cogent in their explications, and free of plot summary that is not relevant to the chosen question. These essays need not be without flaws, but they demonstrate the writer’s ability to discuss a literary work with insight and understanding and to control a wide range of elements of effective composition. In addition, these essays demonstrate a facile use of language, mature and varied sentence structure, and precise diction. Writers also show a clear control of voice, audience, and purpose. Often these papers are imaginative and sometimes surprising, but they are always totally convincing and “flow.”

**6-7** These essays are also well written essays, but are less thorough, less perceptive, and/or less specific than the 8-9 papers. These papers are very good, but they are less convincing than the best responses. They exhibit less maturity and control than the top papers. They should demonstrate the writer’s ability to analyze a literary work and one’s ability to clearly and cogently organize an essay, but they reveal a less sophisticated analysis and less consistent command of the elements of effective writing that essays scored 8-9.

**5** Customarily, these essays are superficial.  The writing is adequate to convey the writer's thoughts, but these essays are typically ordinary, not as well conceived, organized or developed as upper-level papers. Often, they reveal simplistic thinking and/or immature writing. They show evidence of basic essay organization, but often their support and/or examples are vague, over-simplified or missing. Often they demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upper-half papers; the writing, however, is sufficient to convey the writer’s ideas.

**3-4** These lower-half papers are perfunctory, unpersuasive, undeveloped, or misguided. Their discussion may be inaccurate or not clearly related to the prompt. The writing may convey the writer’s ideas, but it reveals weak control over such elements as diction, organization, syntax, usage, or grammar. These essays may contain significant misinterpretations of the text, contain little supporting evidence, and/or practice paraphrase and plot summary at the expense of analysis.

**1-2** These essays compound the weaknesses of the 3-4 essays. They seriously misread the work of literature or the question or they seriously misinterpret the writing or the question. In addition, they are poorly written on several accounts, including distracting errors in grammar and mechanics, or they are unacceptably brief. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence. Essays that are especially inexact, vacuous, ill organized, illogically argued and/or mechanically unsound should be scored 1.

**0** This is a response with no more than a reference to the task, a blank response, or a response that is unrelated to the assignment.

AP Essay Grading Guide: 9 Point Rubric

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Quarter 1 |  | Quarter 2 |  | Quarter 3 |  | Quarter 4 |
| Rigorous (9/10th Grade) | | |  |  |  |  |  |  |
| 9 | A | 100% | A | 100% | A | 100% | A | 100% |
| 8 | A | 98% | A | 98% | A | 98% | A | 96% |
| 7 | A | 96% | A | 96% | A | 94% | A- | 92% |
| 6 | A | 94% | A | 92 % | A- | 90% | A- | 90% |
| 5 | A- | 92% | B+ | 88% | B | 85% | B- | 83% |
| 4 | B | 85% | B- | 83% | B- | 80% | C- | 75% |
| 3 | C | 75% | C- | 70% | D+ | 68% | D- | 65% |
| 2 | D | 65% | D- | 62% | D- | 60% | F | 58% |
| 1 | F | 55% | F | 50% | F | 45% | F | 40% |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title** | **Score** | **Growth Area** - Specifically, what are you going to work on? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Possible Growth Areas:**

1. **Clarity and Purpose**
2. **An introduction that includes author, title, necessary background, and a clear connection to prompt.**
3. **A main idea or thesis that captures the essence of the writing prompt and sets a clear purpose for the piece.**
4. **Each paragraph has a topic sentence that supports the thesis accurately.**
5. **Introduces evidence seamlessly in each paragraph with transitions and signal phrases. The writing has “flow”**
6. **Uses sentences and words that have clear and accurate meanings. A sense of “voice” is clear: the author commands the paper and knows meanings well.**
7. **Each piece of evidence has a clear connection to the thesis. The writing stays on-topic; it is forceful and clear throughout.**
8. **A final paragraph that restates and rounds off the ideas.**
9. **Grammar, Punctuation, and Spelling (8-9 papers have little or no errors)**
10. **Avoids run-ons, comma splices, sentence fragments, subject-verb agreement, within sentences**
11. **No punctuation errors: periods, commas, possessives, etc.**
12. **No spelling errors**
13. **Analysis**
14. **Cites relevant and strong textual evidence multiple times. The *best* evidence is chosen.**
15. **Paraphrases ideas when necessary.**
16. **Uses multiple sentences to describe in detail how the evidence supports claims.**
17. **Uses precise higher-level vocabulary accurately to help break down meaning of text.**
18. **Uses academic terminology (like tone and mood) accurately to support main ideas of writing.**
19. **Uses sophisticated sentence structures (like compound-complex) when necessary to help reveal and break down the complexities of text.**