

General reminder: scores will reflect the quality of the essay as a whole-- content, style, and mechanics. Exceptionally well written essays may earn 1 point higher; whereas, poorly written essays or essays showing a severe misunderstanding or critical errors will NEVER earn higher than a 3.

Category	Effective	Adequate	Inadequate	Unsuccessful
Thesis development	Thesis is clear with a depth of thought that develops the nuances of the issue or theme to show an effective level of analysis and evaluation.	Thesis is clear and adequate in developing the analysis and evaluation of the issue or theme. May lack depth and/or specifics regarding the issue or theme.	Thesis is inadequate for an analysis and evaluation of the issue or topic, but it rather acts like a topic sentence that leads to a summary of the source material.	There is no discernible thesis or topic sentence. The essay might allude to the issue or theme weakly. The essay fails to develop a position regarding the issue or theme.
Support and Elaboration	All of the evidence and examples are effective and convincing in supporting the thesis, and the elaboration/explanations create a strong link between the source material and the author's thesis.	The evidence and examples are adequate and sufficient in supporting the thesis. There is a link between the source material and the author's thesis; although, it is not strong or overly apparent.	The evidence and examples are inadequate and/or inappropriate in supporting the thesis. A lack of elaboration weakens the essay by not creating a link between the source material and the thesis.	There are no direct examples from the source material, so there is no link between the source and the thesis. The essay may have unrelated, tangential, or inappropriate examples and explanations that do not support the thesis.
Organization	Arguments, supports, and elaborations are in a logical order that makes it easy to follow the author's position. Transitions help the paper flow from one idea to another. The organization effectively supports the thesis.	Arguments, support, and elaborations have some sense of order so that the reader is able to understand the author's position. Transitions are apparent, but might not be natural to the flow of the paper. The organization adequately supports the thesis.	Some arguments, supports, and elaborations are not in a logical order or are disconnected. Transitions are superficial. The overall disorganization is confusing and distracts from the thesis.	None of the arguments, supports, and elaborations are organized, or they are missing needed elements. There are no transitions between sections of the essay. The lack of organization is very confusing and distracts a great deal from the thesis.
Grammar and Usage	There are no gross errors in capitalization, spelling, punctuation, or syntax. The prose effectively demonstrates the ability to control a wide range of the elements of effective writing.	There might be some noticeable errors in capitalization, spelling, punctuation, or syntax, but the prose is adequate in communicating the authors's ideas. The prose is understandable.	There are several noticeable errors in capitalization, spelling, punctuation, or syntax. The prose generally conveys the author's ideas but inconsistently and ineffectively. Immature control of writing.	There are many noticeable errors in capitalization, spelling, punctuation, or syntax. The prose is distracting and difficult to read. There is a noticeable lack of control.

AP Score & Comments:

AP EXAM: RUBRIC OF ALL RUBRICS

9-8 Superior papers specific in their references, cogent in their definitions, and free of plot summary that is not relevant to the 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 the elements of effective composition. At all times they stay focused on the prompt.

7-6 These papers are less thorough, less perceptive or less specific than 9-8 papers. These essays are **well-written but with less maturity and control** than the top papers. They demonstrate the writer's ability to analyze a literary work, but they reveal a more limited understanding than do the papers in the 9-8 range. Generally, 6 essays present a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored 7.

5 Safe and "plastic," **superficiality** characterizes these essays. Discussion of meaning may be pedestrian, mechanical, or inadequately related to the chosen details. Typically, these essays reveal simplistic thinking and/or immature writing. They usually demonstrate inconsistent control over the elements of composition and are not as well conceived, organized, or developed as the upper-half papers. On the other hand, **the writing is sufficient to convey the writer's ideas** and stays focused on the prompt.

4-3 Discussion is likely to be unpersuasive, perfunctory, underdeveloped or misguided. The meaning they deduce may be inaccurate or insubstantial and not clearly related to the question. Part of the question may be omitted altogether. The writing may convey the writer's ideas, but it reveals weak control over such elements as diction, organization, syntax or grammar. Typically, these essays contain significant **misinterpretations** of the question or the work they discuss; they may also contain little, if any, supporting evidence, and practice **paraphrase and plot summary at the expense of analysis.**

2-1 These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably **brief**. They are **poorly written on several counts**, including many **distracting errors in grammar and mechanics**. Although the writer may have made some effort to answer the question, the views presented have little clarity or coherence.