

80-point Essay Rubric

Essay Category	Points Possible	Points Earned
<p>Question: Did you answer all parts of the prompt? Is your thesis clear? Does the thesis state your arguable, defensible position? Do your introductory sentences transition to the thesis?</p>	<p>√+ = 18-20 √ = 15-17 √- = 0-14</p>	
<p>Organization: Does the body of your paper match your thesis? Do you fully prove your thesis? Is each body paragraph directly tied to your thesis? Does each body paragraph have clear topic and concluding sentences? Does your conclusion leave the reader with a sense of finality on the issue?</p>	<p>√+ = 18-20 √ = 15-17 √- = 0-14</p>	
<p>Examples: Are your examples relevant to your thesis? Have you explained the examples? If quotations are used, have you introduced and embedded them into sentences of your own?</p>	<p>√+ = 18-20 √ = 15-17 √- = 0-14</p>	
<p>Grammar: Is your writing clear and easy to read? Have you properly punctuated your sentences? Have you checked your spelling? Have you avoided the use of slang, contractions, symbols? LITERARY ANALYSIS ESSAY: Have you used only third person? Did you maintain the use of literary present tense (if writing about literature)? Are all sentences clear and concise? Do you avoid the use of first (I, me, my, us, our, we) and second person (you, your, yours)? ARGUMENT ESSAY: First person is acceptable. NARRATIVE ESSAY: Is your dialogue properly punctuated? Did you start a new paragraph when the speaker changes?</p>	<p>√+ = 9-10 √ = 7-8 √- = 0-6</p>	
<p>Voice: Is there variety in your sentence structure? Have you tried to make your writer's voice come alive? Is there an appropriate use of personality in your writing? Have you maintained a formal voice, if appropriate?</p>	<p>√+ = 9-10 √ = 7-8 √- = 0-6</p>	

AP English 9-point Rubric

9	Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language.
8	Essays earning a score of 8 effectively respond to the prompt. For analysis, they refer to the passage explicitly or implicitly and explain the function of specific strategies. For argument, they effectively argue and support their argument with appropriate evidence. For synthesis, they support their argument by effectively synthesizing the sources. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.
7	Essays earning a score of 7 fit the description of 6 essays but provide a more complete analysis or demonstrate a more mature prose style.
6	Essays earning a score of 6 adequately respond to the prompt. For analysis, they refer to the passage, explicitly or implicitly, but their discussion is more limited . For argument, they develop their position with appropriate evidence. For synthesis, the argument is generally convincing , and the writer generally uses the sources as support; however, the argument is less developed or less cogent than upper-level essays. The writing may contain lapses in diction or syntax, but generally the prose is clear.
5	Analysis essays earning a score of 5 analyze the strategies, but they may provide uneven or inconsistent analysis. They may treat the prompt in a superficial way or demonstrate a limited understanding of the prompt. Argument essays earning this score are characterized by the same adjectives. Synthesis essays earning a 5 show strained links between the sources and the argument. While the writing may contain lapses in diction or syntax, it usually conveys ideas adequately.
4	Essays earning a score of 4 respond to the prompt inadequately . For analysis, they may misrepresent the author's position, analyze the strategies inaccurately , or offer little discussion of specific strategies. For argument, they attempt to present an argument, but the evidence may be insufficient . For synthesis, they may attempt synthesizing sources, but may misrepresent, misunderstand, or oversimplify their own position or the sources themselves. The prose generally conveys the writer's ideas but may suggest immature control of writing.
3	Essays earning a score of 3 meet the criteria of the score of 4 but are less perceptive about the prompt or less consistent in controlling the elements of writing. For argument, they have less success developing a position with appropriate evidence. For synthesis, they demonstrate less understanding of the sources and less success in developing their own position.
2	Essays earning a score of 2 demonstrate little success in responding to the prompt. For analysis, these essays may offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list techniques. For argument, they may misunderstand the prompt or substitute a simpler task by responding with unrelated, inaccurate, or inappropriate evidence. For synthesis, they allude to sources, rather than synthesize; misread the sources; fail to present an argument; or substitute a simpler task. The prose often demonstrates consistent weaknesses in writing.
1	Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in discussion, or weak in their control of language.
0	Indicates an on-topic response that receives no credit such as one that merely repeats the prompt or one that is completely off topic .