

AP Scoring Rubric Question 3: Open Analysis

Thesis Statement:

0 points For any of the following: <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent thesis. There is a thesis, but it does not respond to the prompt. 	1 point Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning. (The thesis may be one or more sentences anywhere in the response.)
Responses that do not earn this point: <ul style="list-style-type: none"> The intended thesis only restates the prompt. The intended thesis is only a generalized comment about the chosen work that doesn't respond to the prompt. 	Responses that earn this point: The thesis takes a position on/provides a defensible interpretation and may establish a line of reasoning.
<ul style="list-style-type: none"> A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 	

Evidence and Commentary:

0 Points Simply restates thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	1 Point Summarizes plot without reference to a thesis. OR Provides non-specific references to the text. OR Provides vaguely relevant references to the text. AND Provides little or no commentary.	2 Points Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.	3 Points Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.	4 Points Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis. The response must address an interpretation about the work as a whole.
Typical responses: <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no textual references or references that are irrelevant. 	Typical responses: <ul style="list-style-type: none"> Drop in textual references (including quotes, plot summary, and paraphrase) into the response with little or no explanation. 	Typical responses: <ul style="list-style-type: none"> Contain multiple inaccuracies or instances of repetition in commentary. Offer only simplistic explanations that don't strengthen the argument. 	Typical responses: <ul style="list-style-type: none"> Provide commentary that is not always well developed, limited (stops short); may be piecemeal. Assume or imply a connection to the thesis that is not always explicit. 	Typical responses: <ul style="list-style-type: none"> Integrate specific and relevant textual references throughout in order to support the student's interpretation. Response must address the work as a whole.
<ul style="list-style-type: none"> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 				

Sophistication Point:

0 points Does not meet the criteria for 1 point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument.
Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. Only hint or suggest other possible interpretations. Make a single statement about how an interpretation of the topic relates to a possible meaning of the chosen work as a whole without consistently maintaining that interpretation. Oversimplify complexities of the topic and/or the chosen text.. Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument. 	Responses that earn this point demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: <ul style="list-style-type: none"> Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. Explaining the significance or relevance of an interpretation within a broader context. Discussing alternative interpretations of a text Recognizing and accounting for contradictions and complexities within the text. Using relevant analogies to help an audience better understand an interpretation. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student's argument.
<ul style="list-style-type: none"> This point should be awarded only if the sophistication or complex understanding is part of the argument, not merely a phrase or reference. 	

Points	Grade	Score / 30	Percent
6	A	30	100 %
5	B	26	86 %
4	C	22	73 %
3	F+	18	60 %
2/1	F	15	50 %