
AP[®] English Language

Scoring Rubrics

Free-Response Question 1: Synthesis Essay

Free-Response Question 2: Rhetorical Analysis

Free-Response Question 3: Argument Essay

Effective **Fall 2019**

Scoring Rubric for Question 1: Synthesis Essay

6 points

| Reporting Category | Scoring Criteria | |
|--|--|---|
| Row A Thesis (0-1 points) 4.B | 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 claim. There is a thesis, but it does not respond to the prompt. | 1 point Responds to the prompt with a thesis that presents a defensible position. |
| | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position is vague or must be inferred. Equivocate or summarize other's arguments but not the student's (e.g., some people say it's good, some people say it's bad). State an obvious fact rather than making a claim that requires a defense. | Responses that earn this point: <ul style="list-style-type: none"> Responds to the prompt rather than restate or rephrase the prompt, <u>and</u> the thesis clearly takes a position rather than just stating that there are pros/cons. |
| | Additional Notes: <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the sources must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. 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. | |

| Reporting Category | Scoring Criteria | | | | |
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| Row B Evidence AND Commentary (0-4 points) <div>2.A</div> <div>4.A</div> <div>6.A</div> <div>6.B</div> <div>6.C</div> | 0 points Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources. | 1 point EVIDENCE: Provides evidence from or references at least two of the provided sources. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument. | 2 points EVIDENCE: Provides evidence from or references at least three of the provided sources. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. | 3 points EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. | 4 points EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. |
| | Decision Rules and Scoring Notes | | | | |
| | Typical responses that earn 0 points: <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 that earn 1 point: <ul style="list-style-type: none"> Tend to focus on summary or description of sources rather than specific details. | Typical responses that earn 2 points: <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. | Typical responses that earn 3 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the sources to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. | Typical responses that earn 4 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the sources to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. |
| Additional Notes: <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. | | | | | |

| Reporting Category | Scoring Criteria | |
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| Row C Sophistication (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation. |
| | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations. Only hint at or suggest other arguments. Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument. | Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. Articulating the implications or limitations of an argument (either the student's argument or arguments conveyed in the sources) by situating it within a broader context. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument. Employing a style that is consistently vivid and persuasive. |
| | Additional Notes: <ul style="list-style-type: none"> This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference. | |

Scoring Rubric for Question 2: Rhetorical Analysis

6 points

| Reporting Category | Scoring Criteria | |
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| Row A Thesis (0-1 points) 1.A 4.B | 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 claim. There is a thesis, but it does not respond to the prompt. | 1 point Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices. |
| | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. | Responses that earn this point: <ul style="list-style-type: none"> Responds to the prompt rather than restate or rephrase the prompt, <u>and</u> the thesis clearly takes a position rather than just stating that there are pros/cons. |
| | Additional Notes: <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. 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. | |

| Reporting Category | Scoring Criteria | | | | |
|--|--|---|--|---|--|
| Row B Evidence AND Commentary (0-4 points) 1.A 2.A 4.A 6.A 6.B 6.C | 0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt. | 1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument. | 2 points EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. | 3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message. | 4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message. |
| | Decision Rules and Scoring Notes | | | | |
| | Typical responses that earn 0 points: <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 that earn 1 point: <ul style="list-style-type: none"> Tend to focus on summary or description of a passage rather than specific details or techniques. Mention rhetorical choices with little or no explanation. | Typical responses that earn 2 points: <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. | Typical responses that earn 3 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. | Typical responses that earn 4 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage. |
| Additional Notes: <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. To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage. | | | | | |

| Reporting Category | Scoring Criteria | |
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| Row C Sophistication (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Response demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation. |
| | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations. Only hint at or suggest other arguments. Examine individual rhetorical choices but do not examine the relationships among different choices throughout the passage. Oversimplify complexities in the passage. Use complicated or complex sentences or language that is ineffective because it does not enhance the analysis. | Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> Explaining the significance or relevance of the writer's rhetorical choices (given the rhetorical situation). Explaining a purpose or function of the passage's complexities or tensions. Employing a style that is consistently vivid and persuasive. |
| | Additional Notes: <ul style="list-style-type: none"> This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference. | |

Scoring Rubric for Question 3: Argument Essay

6 points

| Reporting Category | Scoring Criteria | |
|--|--|---|
| Row A Thesis (0-1 points) 4.B | 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 claim. There is a thesis, but it does not respond to the prompt. | 1 point Responds to the prompt with a thesis that presents a defensible position. |
| | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not take a position or the position is vague or must be inferred. State an obvious fact rather than making a claim that requires a defense. | Responses that earn this point: <ul style="list-style-type: none"> Responds to the prompt rather than restate or rephrase the prompt, <u>and</u> the thesis clearly takes a position rather than just stating that there are pros/cons. |
| | Additional Notes: <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. 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. | |

| Reporting Category | Scoring Criteria | | | | |
|---|---|---|--|--|---|
| Row B Evidence AND Commentary (0-4 points) 2.A 4.A 6.A 6.B 6.C | 0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt. | 1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument. | 2 points EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty. | 3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning. | 4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. |
| | Decision Rules and Scoring Notes | | | | |
| | Typical responses that earn 0 points: <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no evidence or evidence that is irrelevant. | Typical responses that earn 1 point: <ul style="list-style-type: none"> Tend to focus on summary of evidence rather than specific details. | Typical responses that earn 2 points: <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. | Typical responses that earn 3 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. | Typical responses that earn 4 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. |
| Additional Notes: <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. | | | | | |

| Reporting Category | Scoring Criteria | |
|--|--|---|
| Row C Sophistication (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation. |
| | Decision Rules and Scoring Notes | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist of predominantly sweeping generalizations. Only hint or suggest other arguments. Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument. | Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument. Employing a style that is consistently vivid and persuasive. |
| | Additional Notes: <ul style="list-style-type: none"> This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference. | |