

AP Rubric Scoring Guide

Score of 9–8 (95-100- Excellent essay, deep analysis, out of the box thinking)

- responds to the prompt clearly, directly, and fully
- approaches the text analytically
- supports a coherent thesis with evidence from the text
- explains how the evidence illustrates and reinforces its thesis
- writer's style is fluent and flexible with profound discussion of text
- has few mechanical and grammatical errors

Score of 7–6 (85-90- Better essay, moderate analysis, good explanation)

- responds to the assignment clearly and directly but with less development than an 8–9 paper
- demonstrates a good understanding of the text
- supports its thesis with appropriate textual evidence
- analyzes key ideas but still needs more depth of explanation
- uses the text to illustrate and support in ways that are competent and detailed
- written in a way that is forceful and clear with some grammatical and mechanical errors

Score of 5 (80 – a superficial analysis, same essay that everyone else wrote)

- addresses the assigned topic marginally
- shows a good but general grasp of the text
- uses the text to frame an apt response to the prompt
- employs textual evidence sparingly or offers evidence without attaching it to the thesis
- written in a way that is clear and organized but may be somewhat mechanical
- marred by conspicuous grammatical and mechanical errors (shift in verb tense & comma errors)

Score of 4–3 (75- 70 - You don't understand or simply summarize the text)

- fails in some important way to fulfill the demands of the prompt
- does not address part of the assignment
- provides no real textual support for its thesis
- bases its analysis on a misreading of some part of the text
- just a summary, no analysis at all
- written in a way that is uneven in development with lapses in organization and clarity
- undermined by serious errors in grammar and mechanics (spelling, capitalization, & pronoun usage)

Score of 2–1 (65-60 – Complete misinterpretation or totally off topic)

- does not address the actual assignment
- indicates a serious misreading of the text (or suggest the student did not read it)
- does not offer textual evidence
- uses textual evidence in a way that suggests a failure to understand the text
- is unclear, badly written, or unacceptably brief
- is marked by egregious errors (fragments and run-on sentences)