MsEffie's AP Scoring Guide

Score	Letter Grade	Point Value (50)	Criteria
9	A+	50	A 9 sings. It has a clear, vivid, exact statement of ideas with fresh, economical diction. Mechanical errors are minimal and the errors that do occur are more sophisticated. Apt textual references abound. It clearly demonstrates originality of expression and treatment. In short, the paper is thorough, polished, and pleasantly impressive.
8	A	47	An 8 is interesting. It catches the reader's attention in the introduction and holds it throughout the paper. The conclusion does more than merely repeat the thesis. Logically organized and coherent with unified, well-developed paragraphs and clear, varied sentences. The language is vigorous, vivid, and precise. Spelling and punctuation are nearly flawless. Apt textual references occur. In essence, the essay is well done overall, but lacks depth and polish.
7	A-	45	A 7 is solid. It is well-written, but fails to do some justice to the subject. Intelligent, yet less thorough, less perceptive or less specific than 9-8 papers. Some textual references, less well-connected. While it demonstrate the writer's ability to analyze a literary work, it reveals a more limited understanding and less stylistic maturity than do the papers in the 9-8 range.
6	B/B+	41-44	A 6 is safe. It has a good, safe thesis, completely adequate in every way; some textual references, not so well integrated or explained; a beginning, middle, and end; significantly less imagination, style, flair. It is thinner than the 7, 8, 9 papers.
5	B-	40	A 5 is mediocre (but a pass, barely). Safe and "plastic," superficiality characterizes these essays. Discussion of meaning may be formulaic, mechanical, or inadequately related to the chosen details. Typically, these essays reveal simplistic thinking and/or immature writing. However, the writing stays mostly focused on the prompt and makes some effort to specifically reference the text. In general, the paper is technically correct, but a bit tedious to read.
4	C	36-39	A 4 is likely to be unpersuasive, perfunctory, underdeveloped, or misguided. 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. It may contain little, if any, supporting evidence, and practice paraphrase and plot summary at the expense of analysis. This paper misses the mark.
3	C-	35	A 3 is inadequate. Thesis is much too large or vague, topic sentences lack concreteness and specificity, transitions are crude and awkward, sentences are clear but dull, words are not well chosen. This paper does even know where or at what to aim, so content is often askew.
2	D	30	A 2 is sad. Frequently unacceptably brief, it is 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. The style of writing is childish, choppy, incoherent and/or vague.
1	F	25	A 1 insults the writer and the reader. Lack of effort; no thesis, therefore nothing to illustrate; no interest in topic; usually, rather brief, undeveloped; completely off-topic; shows no comprehension of work. But it *is* waaay better than a Ø.
Ø	Ø	Ø	Nothing, nil, nada, naught, aught, zilch, diddly-squat, goose egg, zip, bubkiss, zero

Rubric (Scoring Guide) of All Rubrics (Scoring Guides)

9-8

Superior papers are 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, providing **specific support**--mostly through direct quotations--and connecting scholarly commentary to the overall meaning.

7-6

These papers are less thorough, less perceptive or less specific than 9-8 papers. They are **well-written but with less maturity and control**. While they demonstrate the writer's ability to analyze a literary work, they reveal a more limited understanding and less stylistic maturity than do the papers in the 9-8 range.

5

Safe and "plastic," **superficiality** characterizes these essays. Discussion of meaning may be **formulaic**, 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. However, the writing is sufficient to convey the writer's ideas, stays mostly focused on the prompt, and contains at least some **effort to produce analysis,** direct or indirect.

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.

From Conni M. Shelnut ,Lakeland, FL

Rubric for AP Essays

Score	Letter Grade	Point Value (40)	Criteria for score
9	A	40	**Excellent, specific thesis; excellent illustrations/specific, detailed support; excellent organization; sound mechanics; effective imagination, sees and makes connections; no major grammatical errors (SVA, PNC, PNA, CS, SF, RO)**
8	A-	38	**Excellent, specific thesis; excellent illustrations/specific, detailed support; efficient organization; less imagination of speculation; a few mechanical flaws which do not reduce the impact of the analysis; no more than 1 major grammatical errors**
7	B+	37	**Intelligent, yet less concise thesis; effective illustrations; sound organization; adequate mechanics; a "safe" paper, beautifully done; no more than 2 major grammatical errors**
6	B	36	**Good, safe thesis, completely adequate in every way; some illustrations; a beginning, middle, and end; significantly less imagination; no more than 3 major grammatical errors**
5	B-	35	**Thesis is adequate, yet unnecessarily general; predictable illustrations; general analysis; a few definite mechanical flaws; intelligent observations and conclusions; contains minor errors in comprehension of work (mistaken character or place names, etc.); no more than 3 major grammatical errors; use of 2nd person or 1st person – one instance**
4	C	34	**The thesis is too large or vague; some illustrations, but surface analysis; definite mechanical flaws or carelessness; the writing has "moments" when it's an essay as opposed to a plot summary or other form; shows major problems with comprehension of work; no more than 4 major grammatical errors**
3	C-	33	**An adequate report; the thesis is much too large or vague; an intelligent summary; few illustrations; punctuation flaws; might reflect a simple lack of effort or hurried, last-minute preparation; 4 or more instances of major grammatical errors; use of 1st or 2nd person – more than one instance**
2	D	32	**The thesis, if it exists, is hiding; it is up to the reader to find it; assortment of rambling generalizations; amidst all the generalization, there are enough intelligent observations to justify a passing grade; many grammatical errors; 5 major grammatical errors**
1	F	24	**Lack of effort; no thesis, therefore nothing to illustrate; no interest in topic; usually, rather brief, undeveloped; completely off-topic; shows no comprehension of work; contains 6 or more major grammatical errors.**

Essay Scoring Guide

ORGANIZATION

- ❑ **8/9** Clear, logical, fluid and follows format with artful transitions; focused on thesis
- ❑ **6/7** Logical; follows format with smooth transitions
- ❑ **5** Present, but there may be some confusion
- ❑ **3/4** Flawed; does not follow format; weak control

CRITICAL THINKING

- ❑ **8/9** Insightful, meaningful; demonstrates writer's ability to discuss and clearly analyze with insight, understanding, and control
- ❑ **6/7** Less thorough, less incisive, or less specific; demonstrates writer's ability to analyze literary work, but reveal a more limited understanding than 9/8 papers
- ❑ **5** Safe, plastic, superficial; reveals simplistic thinking and/or immature writing with thin, commonplace information that addresses prompt
- ❑ **3/4** Misinterpretations, underdeveloped or misguided; paraphrase and plot-summary at the expense of analysis

FACTUAL CONTENT

- ❑ **8/9** Skillful use of excellent concrete detail selection; documented correctly
- ❑ **6/7** Good concrete detail selection; documented correctly
- ❑ **5** Acceptable use of concrete detail selection; documented correctly
- ❑ **3/4** Weak and/or flawed concrete detail selection; doesn't support topic sentence / question

SENTENCE VARIETY / DICTION

- ❑ **8/9** Excellent, critical use of varied sentence structure; powerful, excellent word choice used correctly; wording is obviously well chosen
- ❑ **6/7** Good variety; good word choice used correctly which emphasizes the point
- ❑ **5** Limited with simple sentences; average, ordinary word choice or odd word choice; diction may be marred by repetitions and imprecision
- ❑ **3/4** Sentences are awkward, ambiguous, and/or confusing / little if any sentence variety; simple word choice; words used incorrectly; slang; odd phrasing

MECHANICS / REVISION

- ❑ **8/9** Superior paper with stylistic flair that expresses ideas with clarity and skill; excellent grammar, punctuation, spelling
- ❑ **6/7** Minimal / insignificant mechanical errors that do not detract from meaning
- ❑ **5** Mechanics and/or legibility is a consistent problem; repeats may be a concern
- ❑ **3/4** Essay is hard to understand due to grammar, mechanics, and/or legibility; evidence of careful proofreading is scanty, or nonexistent.

9/8 (A):	Excellent / Powerful / Rich Content	38-45 Points: A
7/6 (B):	Good / Solid	30-37 Points: B
5 (C):	Adequate / Average	22-29 Points: C
4/3 (D):	Demonstrates Problems / Rudimentary	15-21 Points: D

Essay Scoring Guide

(Staple this page on the top of your paper.)

Name_____ Period _____ Date_____
Title_____

9=100, 8=94, 7=90, 6=86, 5=80, 4=77, 3=70, 2=60, 1=50

9 Excellent use of thoughtfully chosen, apt, and specific-to-the-text evidence: concrete details, references and quotes (10 or more). Response to the prompt is a convincing, insightful, perceptive commentary and interpretation, free of plot summary. Personal style is evident in pleasing sentence variety, vocabulary (precise and fresh diction); sentence structure is sophisticated; it has finesse, creativity without going too far. Ideas are expressed with clarity and skill; the paper addresses the what, the how, the why. Well-organized with careful development, excellent thesis, smooth transitions, sound sentence structure, uses literary present tense, no passive voice, no to-be verbs. The conclusion is an epiphany; the reader understands something perhaps never before considered. Virtually no errors exist in spelling, grammar usage, and mechanics.

8 All of the above, but perhaps the style of the student paper is not as evident. There are at least 8 or 9 quotes.

7 This paper has a few minor problems, fewer examples and quotes, but at least 6 or 7. It is less insightful, less developed than an 8/9; it may miss the why of the question. The conclusion is effective. The paper is still well-written, developed and analyzed. There is good control over sentence structure, diction and mechanics.

6 This is a safe paper, carefully done, but it needs more. It uses at least 5 quotes. More than a 5, less than a 7.

5 Superficial, obvious, vague details and quotes (4) from the text, but they are used correctly; commentary is generic, but there is some analysis. The conclusion is only adequate. The paper slips into passive voice or uses to-be verbs. No serious errors in spelling, grammar, usage, mechanics.

4 The supporting evidence of this paper is weak paraphrasing, vague and inaccurate. The analysis and commentary are misguided and unclear. There is plot summary instead of analysis. The writer uses a vague and predictable introductory paragraph and/or a repetitive and weak conclusion. Ideas drift off the topic or prompt. The answer restates the question. This paper lacks transitions. There is repetitive diction and/or awkward diction/vocabulary. The writer uses passive voice and to-be verbs excessively. The writer uses the past tense instead of the literary present. The writer does not imbed quotes. The paper is not 2 pages written or 3 pages typed.

3 This paper has weaker writing skills than a 4. It has less organization, more misinterpretations, inadequate development, serious omissions. Quotes are missing. The student uses contractions and/or a chatty, non-academic tone. The writer uses a negative and/or judgmental tone. The writer does not answer all the parts of the question. There is no conclusion.

2 There are very few, if any, concrete details. Thesis is weak or non-existent. There are distracting errors in sentence structure, diction, spelling, grammar, usage, mechanics. The paper rambles because of a lack of control, organization, and/or development. The writer does not answer all the parts of the question. The paper is illegible.

1 This paper is unacceptably brief or incoherently long, full of mechanical errors. It misses the focus of the topic. The writer does not answer the question. The writer draws or writes silly/cynical things.

COMMENTS: _____
_____
_____
_____
_____

AP Essay Rubric (culmination of various AP rubric commentaries)

9-8 9 is the top score, but there is a very little difference between a 9 and 8, both being scores for excellent papers which combine adherence to the topic with excellent organization, content, and insight facile use of language, and mastery of mechanics. 9 essays demonstrate uncommon skill and sometimes put a cultural/historical frame around the subject. Descriptors that come to mind while reading include **mastery, sophisticated, complex, specific, consistent, well supported.**
The paper is well organized; it follows a logical sequence (general to specific, most to least important point, chronological order). It follows the prompt well. The introduction follows the guidelines provided. The thesis is clear, focused, narrow and direct.

• Magical at times • Attempts more challenging concepts (i.e., figurative lang., symbolism, extended metaphor, organization, pacing, narrative strategies • Mature beginnings**;** Takes risks - always under control	• Strong sense of control – organization • Insightful (often tied to human condition) • Mature in style and vocabulary • Tight link of support (text references) to author's intent

7 7 is a thinner version of the excellent paper, still impressive, cogent, convincing, but less well handled in terms of organization, insight or vocabulary. Descriptors that come to mind while reading include **clear understanding, less precise, less well supported, maturing, this writer has potential, but hasn't quite got to it all.**
The paper is well organized and logical. It has adequate support, but needs specific detail to improve. The topic sentences touch on the basics of the essay topic with the novel but may be buried. Support is fair, but explanation (commentary) needs development; the paper lacks an appropriate conclusion. "7" papers tend to have two out of three points are well made and are in depth; one point is weak, too superficial, or incorrect.

• More fluid in style • Sections insightful • Often one section well developed by student affected by time	• Clear or implied thesis • Attempts more difficult tasks • Sense of completion

6-5 6 is an above average paper, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well handled in terms of organization, syntax, or mechanics. Descriptors might include **less mature, some difficulties, but just above average.** The 5 paper is the thinner version of the 6. Readers prefer to separate essays into top half or bottom half. The five defies that process. Descriptors might include **superficial, meager, irrelevant, and insufficient.**
The explanation (commentary) is inadequate or vague; the support is weak, too general, or fails to prove a point. The introduction is fair to weak, and fails to introduce the topic or fails to address the key ingredients of the topic and/or address the name of the author. Two or three points are weak or incorrect. More errors are careless. The thesis is weak and/or misdirected. There are some grammatical errors. "6" papers tend to have problems with development of the essay idea, but they are at least addressed.

• Inconsistent but adequate; Less difficult concepts (i.e. diction - rather than POV, symbolism, syntax) • Linear in organization; (step by step) Laborious	• Occasional insight; Limit thesis - often 3 parts • Summary conclusion • Once over lightly

4-3 4 is an average to below average paper which maintains the general idea of the writing assignment, shows some sense of organization, but is weak in content, maturity of thought, language facility, and/or mechanics. It may distort the topic or fail to deal adequately with the one important aspect of the topic. The 3 essay compounds the weaknesses of the 4. Some descriptors that come to mind include **incomplete, oversimplified, meager, irrelevant, and insufficient.**
The explanation (commentary) and support are inadequate or missing. The thesis is weak, unclear, or missing. There may be careless use of first person. Two or three points are weak or incorrect. There is no connection to the prompt and/or the concrete detail is simply plot summary. Word choice is awkward or simplistic. A "3" paper will have numerous careless errors. A common problem here is the paper is too brief; ideas are presented, but not developed sufficiently.

• "Listers" "Labelers" (0 analysis) • Pointless allusion; Poor analogies • Paraphrasing through over quoting (i.e., long passages) • Limited task (i.e., diction); Proving the obvious • Clichés ("makes you stop and wonder")	• "Obviously"; 2nd person (you); Colloquial diction "even" • Implied analysis, but inaccurate; Funnel opening (truisms) • Immature focus (get the reader's attention) • 0 sense of completion (abrupt)

2-1 2 is the score assigned to a paper that makes an attempt to deal with the topic but demonstrates serious weaknesses in content and coherence and/or syntax and mechanics. It is an unacceptable grade. Descriptors include **serious misreading, unacceptably brief,** and/or **poorly written.** 1 is the score given to any on-topic response that has very little redeeming quality. It may be brief or very long, but will scarcely coherent, usually full of mechanical errors or completely missed the focus of the prompt. Descriptors include **vacuous, inexact, and mechanically unsound.**

• Off topic; Soap Box Lecture • "I"; Argues against writer's position • Testimonials; Teacher Lecture	• Defining of Terms; Major grammatical problems • Brevity; 0 Analysis • Inaccuracies

0 0 is given to a response with no more than a reference to the task.

Literary Analysis Scoring Guide

9-8 With apt and specific references to the story, these well-organized and well-written essays clearly analyze how _____ uses literary techniques to _____. The best of these essays will acknowledge the complexity of this _____. While not without flaws, these papers will demonstrate an understanding of the text as well as consistent control over the elements of effective composition. These writers read with perception and express their ideas with clarity and skill.

7-6 These papers also analyze how ___ uses literary techniques to ___, but they are less incisive, developed, or aptly supported than papers in the highest ranges. They deal accurately with technique as the means by which a writer _____, but they are less effective or less thorough in their analysis than are the 9-8 essays. These essays demonstrate the writer's ability to express ideas clearly, but they do so with less maturity and precision than the best papers. Generally, 7 papers present a more developed analysis and a more consistent command of the elements of effective composition than do essays scored 6.

5 These essays are superficial. They respond to the assignment without important errors in composition, but they may miss the complexity of _____'s use of literary techniques and offer a perfunctory analysis of how those techniques are used to _____. Often, the analysis is vague, mechanical, or overly generalized. While the writing is adequate to convey the writer's thoughts, these essays are typically pedestrian, not as well conceived, organized, or developed as upper-half papers. Usually, they reveal simplistic thinking and/or immature writing.

4-3 These lower-half papers reflect an incomplete understanding of the _____ (story, passage, essay, poem, etc.) and fail to respond adequately to the question. The discussion of how _____ uses literary techniques to _____ may be inaccurate or unclear, misguided or undeveloped; these papers may paraphrase rather than analyze. The analysis of technique will likely be meager and unconvincing. Generally, the writing demonstrates weak control of such elements as diction, organization, syntax, or grammar. These essays typically contain recurrent stylistic flaws and/or misreadings and lack of persuasive evidence from the text.

2-1 These essays compound the weaknesses of the papers in the 4-3 range. They seriously misunderstand the _____ or fail to respond to the question. Frequently, they are unacceptably brief. Often poorly written on several counts, they may contain many distracting errors in grammar and mechanics. Although some attempt may have been made to answer the question, the writer's views typically are presented with little clarity, organization, coherence, or supporting evidence. Essays that are especially inexact, vacuous, and/or mechanically unsound should be scored 1.

0 This is a response with no more than a reference to the task or no response at all.

Poetry Analysis Scoring Guide

9-8 These well-organized and well-written essays clearly demonstrate an understanding of how the speaker / author in _____ uses _____ to convey _____. In their references, they are apt and specific. Though not without flaws, these papers will offer a convincing interpretation of the poem, as well as consistent control over the virtues of effective composition, including the language unique to the criticism of poetry. They demonstrate the writer's ability to read perceptively and to write with clarity and sophistication.

7-6 These essays also demonstrate an understanding of _____'s poem; but, compared to the best essays, they are less thorough or less precise in their analysis of how the speaker / author uses _____ to convey _____. In addition to minor flaws in interpretation, their analysis is likely to be less well-supported and less incisive. While these essays demonstrate the writer's ability to express ideas clearly, they do so with less mastery and control over the hallmarks of mature composition than do papers in the 9-8 range.

5 While these essays deal with the assigned task without important errors, they have little to say beyond what is easiest to grasp. Their analysis of how _____ conveys _____ may be vague. As a critical explanation, they deal with the poem in a cursory way. Though the writing is sufficient to convey the writer's thoughts, these essays are typically pedestrian, not as well conceived, organized, or developed as upper-half papers. They may reveal simplistic thinking or immature writing.

4-3 These lower-half essays often reflect an incomplete or over-simplified understanding of the poem. Typically, they fail to respond adequately to part of the question. Their analysis may be weak, meager or irrelevant, inaccurate or unclear. The writing demonstrates uncertain control over the elements of effective composition. These essays usually contain recurrent stylistic flaws and/or misreadings, and they often lack persuasive evidence from the text. Essays scored 3 exhibit more than one of the above infelicities; they are marred by a significant misinterpretation, insufficient development, or serious omissions.

2-1 These essays compound the weaknesses of the papers in the 4-3 range. Writers may seriously misread the poem. Frequently, these essays are unacceptably brief. They are poorly written on several counts and may contain many distracting errors in grammar and mechanics. While some attempt may have been made to answer the question, the writer's observations are presented with little clarity, organization, or supporting evidence. Essays that are especially inexact, vacuous, and/or mechanically unsound should be scored 1.

0 This is a response with no more than a reference to the task or no response at all.

Prose Analysis Scoring Guide

9-8 Answers all parts of the question completely. Using specific evidence from the work and showing how that evidence is relevant to the point being made. Fashions a convincing thesis and guides reader through the intricacies of argument with sophisticated transitions. Demonstrates clear understanding of the work and recognizes complexities of attitude/tone. Demonstrates stylistic maturity by an effective command of sentence structure, diction, and organization. Need not be without flaws, but must reveal an ability to choose from and control a wide range of the elements of effective writing.

7-6 Also accurately answers all parts of the question, but does so less fully or effectively than essays in the top range. Fashions a sound thesis. Discussion will be less thorough and less specific, not so responsive to the rich suggestiveness of the passage or precise in discussing its impact. Well written in an appropriate style, but with less maturity than the top papers. Some lapses in diction or syntax may appear, but demonstrates sufficient control over the elements of composition to present the writer's ideas clearly. Confirms the writer's ability to read literary texts with comprehension and to write with organization and control.

5 Discusses the question, but may be simplistic or imprecise. Constructs a reasonable if reductive thesis. May attempt to discuss techniques or evidence in the passage, but may be overly general or vague. Adequately written, but may demonstrate inconsistent control over the elements of composition. Organization is attempted, but may not be fully realized or particularly effective.

4-3 Attempts to answer the question, but does so either inaccurately or without the support of specific evidence. May confuse the attitude / tone of the passage or may overlook tone shift(s) or otherwise misrepresent the passage. Discussion of illustrations / techniques / necessary parts of the prompt may be omitted or inaccurate. Writing may convey the writer's ideas, but reveals weak control over diction, syntax, or organization. May contain many spelling or grammatical errors. Essays scored three are even less able and may not refer to illustrations / techniques at all.

2-1 Fails to respond adequately to the question. May misunderstand the question or the passage. May fail to discuss techniques / evidence used or otherwise fail to respond adequately to the question. Unacceptably brief or poorly written on several counts. Writing reveals consistent weakness in grammar or other basic elements of composition. Although may make some attempt to answer the question, response has little clarity and only slight, if any, evidence in its support. Although the writer may have made some attempt to answer the prompt, the views presented have little clarity or coherence; significant problems with reading comprehension seem evident. Essays that are especially inexact, vacuous, and /or mechanically unsound should be scored 1.

0 A blank paper or one that makes no attempt to deal with the question receives no credit.

Rubric from Sharon Kingston

Language Analysis Scoring Guide

A **9** essay has all the qualities of an 8 essay, and the writing style is especially impressive, as is the analysis of the specifics related to the prompt and the text.

An **8** will effectively and cohesively address the prompt. It will analyze and/or argue the elements called for in the question. In addition, it will do so using appropriate evidence from the given text. The essay will also show the writer's ability to control language well.

A **7** essay has all the properties of a 6, only with a more complete, well-developed analysis/argument or a more mature writing style.

A **6** essay adequately addresses the prompt. The analysis and/or argument is on target and makes use of appropriate specifics from the text. However, these elements are less full developed than scores in the 7, 8, and 9 range. The writer's ideas are expressed with clarity, but the writing may have a few errors in syntax and/or diction.

A **5** essay demonstrates that the writer understands the prompt. The analysis/argument is generally understandable but is limited or uneven. The writer's ideas are expressed clearly with a few errors in syntax or diction.

A **4** essay is not an adequate response to the prompt. The writer's analysis/argument of the text indicates a misunderstanding, an oversimplification, or a misrepresentation of the given passage. The writer may use evidence which is inappropriate or insufficient to support the analysis/argument.

A **3** essay is a lower 4, because it is even less effective in addressing the prompt. It is also less mature in its syntax and organization.

A **2** essay indicates little success in speaking to the prompt. The writer may misread the question, only summarize the passage, fail to develop the required analysis/argument or simply ignore the prompt and write about another topic. The writing may also lack organization and control of language and syntax. *(Note: No matter how good the summary, it will never rate more than a 2.)*

A **1** essay is a lower 2, because it is even more simplistic, disorganized, and lacking in control of language.

Advanced Placement English

Persuasive Scoring Guide

9-8 Papers meriting these scores persuasively defend, challenge, or qualify the _____ through a well-reasoned presentation of evidence from observation, experience, or reading. Evidence from reading does not, of course, automatically put papers in this scoring range. Papers in this category aptly support what they have to say and demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. The writing reveals an ability to choose from and control a wide range of the elements of effective writing, but it need not be without flaws.

7-6 Essays earning these scores defend, challenge, or qualify the _____ through a coherent presentation of evidence from observation, experience, or reading, but lack the more carefully nuanced thought or the more detailed development of examples of 9-8 papers. Some lapses in diction or syntax may be present, but the writing demonstrates sufficient control of the elements of composition to present the writer's ideas clearly. The arguments in these essays are sound, but may be presented with less coherence or persuasive force than essays in the 9-8 range.

5 These essays present a position that attempts to defend, challenge, or qualify the _____ but do not sustain a coherent presentation. They are adequately written, but may demonstrate inconsistent control over the elements of composition. Organization is evident but may not be fully realized or particularly effective.

4-3 Essays earning these scores do not respond adequately to the question's tasks. They may not define a clear position or may attempt to develop a position with evidence that is not well chosen or well integrated for the purpose. The writing is sufficient to convey the writer's ideas, but may suggest weak control over diction, syntax, or organization. These essays may contain consistent spelling errors or some flaws in grammar.

2-1 These essays fail to respond adequately to the question's tasks. Although the writer attempts to respond to the _____, the response exhibits little clarity about the writer's attitude or only slight or misguided evidence in its support. These essays may be poorly written on several counts, be unpersuasively brief, or present only assertions without substantive evidence. They may reveal consistent weaknesses in grammar or other basic elements of composition. Essays that are especially inexact, vacuous, and/or mechanically unsound should be scored 1.

0 This is a response with no more than a reference to the task or no response at all.

Standards for Composition

Ø A **"Ø"** paper does not address itself to the assignment or is so clearly lacking in effort that it deserves no points whatsoever. A **"Ø"** is also given for any major assignment which is not revised to the instructor's satisfaction.

F An **"F"** paper does not communicate clearly and effectively to the reader. The paper's grammar and usage do not meet the requirements of standard English. Mechanical errors include frequent comma splices, sentence fragments, dangling participles, run-on sentences, incorrect spelling, and excessive punctuation errors. A central idea may be lacking, confused, or unsupported by concrete detail. The plan or purpose of the essay is not apparent and it suffers from weak or superficial content and inadequate development of ideas. The style of writing is childish, choppy, incoherent and/or vague. An **"F"** paper suffers from such serious and gross errors that it is unacceptable as sophomore-level writing.

D The **"D"** paper differs from the **"F"** more in degree than in kind. The same faults are present, but they are less frequent and less obvious. Though the thesis of the paper may be limited, the development of the essay is general, rather than specific. The student does not clearly support his ideas with facts, examples, illustrations, etc. The organization of the paper may not be logical, but some evidence of structure is apparent. The paper shows some unity, coherence, and worthwhile content and thought. There are fewer errors in usage, and there are not so many gross illiteracies. All in all, the paper is poor, but passable.

C The **"C"** paper is characterized by its mediocrity. Its subject is stated clearly, but may be trivial, trite, or too general. Its organization is logical, but too mechanical. The paragraphs show unity and coherence, but topic sentences frequently lack concreteness and specificity. The transitions are crude and awkward. The sentences are clear, but dull. Words are not well chosen, and there may be clichés. The development of the topic may be disproportionate or have inappropriate emphasis. Spelling and punctuation are good overall. In general, the paper is technically correct, but a bit tedious to read.

B The **"B"** paper is interesting. It catches the reader's attention in the introduction and holds it throughout the paper. The conclusion does more than merely repeat the thesis. The paper is logically organized and coherent. Paragraphs are unified and well developed. Sentences are clear and represent a variety of structures with an emphasis on the mature forms. The language is vigorous, vivid, and precise. Spelling and punctuation are nearly flawless. The paper, however, fails to do some justice to the subject. In essence, the paper is well done overall, but lacks depth and polish.

A The **"A"** paper has all the qualities of clarity and correctness necessary for good communication consistent with the conventions of standard English. Mechanical errors are minimal and the errors that do occur are more sophisticated. The **"A"** paper has a clear, vivid, exact statement of ideas with fresh, economical diction. It clearly demonstrates originality of expression and treatment. In short, the paper is thorough, polished, and pleasantly impressive.

	10/9	8	7/6	5
Ideas & Content	▪ The writing conveys ideas in a controlled and interesting manner. ▪ The focus is stated clearly and meets requirements ▪ Clear, relevant details, directions, examples, and/or anecdotes develop and enrich the central focus. ▪ Primary and secondary ideas are developed in proportion to their significance; the writing is balanced.	▪ The writing presents important information about a specific topic by providing facts or directions, explaining ideas or defining terms. ▪ The focus is stated clearly and meets requirements. ▪ Primary and secondary ideas are developed in proportion to their significance; the writing has a sense of balance.	▪ The writing presents information about a specific topic by providing facts or directions, explaining ideas or terms. ▪ The focus is unclear. ▪ An attempt is made to develop primary and secondary ideas. ▪ The writing has a limited sense of balance.	▪ The writing presents information about a topic by providing facts or directions, explaining ideas or defining terms. ▪ The focus is unclear. ▪ Specific requirements have been ignored or misunderstood. ▪ Primary and secondary ideas lack a sense of development and/or balance.
Organization	▪ The writing is organized in a way that enhances meaning or helps to develop the central idea. ▪ Each developmental paragraph addresses a specific aspect of the topic. ▪ The sequence is effective and moves the reader through the paper—the order may or may not be conventional. ▪ Transitions work well.	▪ The writing is clearly organized in a way that enhances meaning or helps to develop the central idea. ▪ Each developmental paragraph addresses a specific aspect of the topic. ▪ Transitions work well.	▪ The writing is fairly organized. ▪ Each developmental paragraph attempts to address a specific aspect of the topic. ▪ Transitions are limited.	▪ The writing needs more structure. ▪ Developmental paragraphs are limited in focus and may be confusing. ▪ Transitions need improvement.
Word Choice	▪ Well-chosen words convey the intended message in an interesting, precise, and natural way. ▪ Lively, powerful verbs provide energy. (Be verbs are limited). ▪ Specific nouns add color and clarity. ▪ Modifiers work to provide strong imagery. ▪ Expression is fresh and appealing: original or unusual phrasing adds to meaning. Figurative language, if used, is effective. Vocabulary is striking but not overdone. Technical terms and notations are effective.	▪ Well-chosen words convey the intended message in an interesting, precise, and natural way. ▪ Powerful verbs, specific nouns, and descriptive modifiers enhance meaning. ▪ Expression attempts to be fresh and appealing. Original or unusual phrasing adds to the meaning. Figurative language, if used, is generally effective. Vocabulary is striking but, at times, overdone. Technical terms and notations are effective.	▪ Words are reasonable accurate and convey the intended message in a general manner. ▪ Some verbs provide energy, and some simply link one point to another. ▪ Some nouns are specific, which other nouns are fairly general. ▪ Modifiers attempt to be descriptive. ▪ Expression is limited. Figurative language, if used, may or may not be effective. Vocabulary is either common or slangy, or attempts to be uncommon and leads to confusion. Technical terms and notations are limited in their effectiveness.	▪ Word choice limits the clarity of the intended message. ▪ Verbs, nouns, and/or modifiers lack the ability to convey an image. ▪ Expression is lacking. Vocabulary is limited and restricting or too technical.
Sentence Fluency	▪ Strong and varied sentence structure clearly conveys meaning and invites expressive reading. ▪ Sentences are appropriately concise. ▪ The writing has a natural flow and rhythm when read aloud.	▪ Strong and varied sentence beginnings, length, and structure help to convey meaning and invite expressive reading. ▪ Sentences are appropriately concise. ▪ The writing sounds smooth and rhythmic when read aloud.	▪ Varied sentence beginnings, length, and structure help to convey meaning. ▪ Sentences are sometimes concise and sometimes wordy. ▪ The writing sounds businesslike or mechanical when read aloud.	▪ Sentence beginnings, length, and structure lack variation. ▪ The writing lacks fluency when read aloud.

Voice	▪ The personality of the writer is evident in the writing. ▪ The writer's enthusiasm and/or interest brings the topic to life. ▪ The writing is natural and compelling. ▪ The tone is appropriate and consistently controlled. ▪ The overall effect is individualistic, expressive, and engaging.	▪ Personality, confidence and feeling are expressed throughout the writing. ▪ A commitment to the topic is obvious. ▪ The writer connects to the audience and clearly indicates a purpose for the writing. ▪ The tone is sincere, pleasant and generally appropriate. ▪ The writing evokes emotion in the reader.	▪ Personality, confidence and feeling weave in and out of the writing. ▪ Commitment to the topic is limited. ▪ Connection to the audience and purpose for the writing are unclear. ▪ The tone is generally appropriate. ▪ The writing evokes some emotion in the reader.	▪ The writing lacks commitment to the topic. ▪ Connection to the audience and purpose for the writing are unclear. ▪ The tone is flat or inappropriate. ▪ The writing evokes little emotion in the reader.
Conventions	▪ A strong grasp of standard writing conventions is apparent: capitalization is accurate; punctuation is smooth and enhances meaning; spelling is correct even on more difficult words; grammar is essentially correct; usage is correct; paragraphing (indenting) enhances the organization of the paper. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) are used accurately enhance the text.	▪ A good grasp of standard writing conventions is apparent: capitalization is correct; punctuation is smooth and enhances meaning; spelling of common words is accurate, and more difficult words are generally correct; grammar is essentially correct; usage is generally correct; paragraphing (indenting) works with the organization of the paper. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) generally enhance the text.	▪ A basic grasp of standard writing conventions is apparent. ▪ Errors in conventions may impair readability. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) are disruptive or confusing.	▪ A minimal grasp of standard writing conventions is apparent. ▪ Numerous errors in conventions distract and/or confuse the reader. ▪ Specialized conventions (title, subtitles, in-text notes, table of contents, works cited) are disruptive or confusing.
Presentation	Follows Falcon Skills & Style Handbook:	Deviates slightly from expectations.	Deviates significantly from expectations.	No attempt to follow style for presentation is apparent.
	▪ 12 pt. Type ▪ no script or bold fonts ▪ double-spaced ▪ standard margins ▪ choose indent or block style for paragraphs		▪ name, date, class in upper right corner or title page is correct if required ▪ title is descriptive and centered ▪ number multiple pages beginning with two ▪ staple multiple pages in upper left corner	
Insight	▪ Discussion acknowledges complexities, ambiguity and contradictions ▪ Essay reveals a sophisticated understanding of the passage/reading	▪ Has all of the above, but is less thorough, sophisticated or powerful.	▪ Discussion is simplistic, obvious, or dualistic.	▪ The passage was misread.
Support CSE: Claim/Support/ Explanation (Warrant)	▪ Support is detailed, specific, correct and embedded. Level of support is consistent throughout. ▪ CSE is clear.	▪ Support is less detailed, less specific, awkwardly embedded or less consistent.	▪ Support is mostly paraphrase rather than direct. Some quoted passages are too long and then not developed. (CSE weak).	▪ There is little or no support. The writer rambles and doesn't follow CSE.
Introduction & Conclusion	▪ Introduction is powerful and insightful and presents the thesis in a compelling way. ▪ Appropriately introduces author and work. ▪ The conclusion is graceful and leads to a powerful abstraction (insight).	▪ Introduction is interesting, meaningful and presents the thesis/main purpose clearly. ▪ Appropriately introduces author and work. ▪ The conclusion brings the essay to a close, but does so less powerfully or memorably.	▪ Introduction is adequate and presents thesis in a general way. ▪ Conclusion goes nowhere, simply repeats the introduction.	▪ Introduction is empty of meaning. ▪ Thesis may not be evident or clearly understood. ▪ The conclusion is empty of meaning.

MIDDLE SCHOOL SHORT STORY WRITING RUBRIC

CRITERIA/DEFINITIONS	4	3	2	1
Story Structure	Establishes a strong plot, conflict, climax, setting and point of view. Develops an effective blend of dialogue, narration, and action.	Establishes plot, conflict, climax, setting, and point of view. Develops a mostly effective blend of dialogue, narration, and action.	Some elements of story structure are present and/or weak blending of dialogue, narration, and action.	Few or no story structure elements are present and/or no blending of dialogue, narration or action is present.
Characterization	Develops complex characters through effective blend of dialogue, narration, and action.	Develops characters through a blend of dialogue, narration, and action.	There is some character development through dialogue, narration, and/or action.	Characters are not developed. Doesn't blend dialogue narration and action.
Description	Creates vivid "pictures" through concrete language and rich sensory detail; use of metaphor, simile, analogies, and other literary devices; incorporates the five senses.	Creates "pictures" through concrete language and sensory detail; uses many literary devices and incorporates sensory detail.	Some use of concrete language and sensory detail; uses some literary devices and/or sensory detail.	Uses little or no concrete language and sensory detail.
Word Choice	Uses appropriate, sophisticated, precise vocabulary. There is a clear sense of audience.	Uses many effective and appropriate words. A sense of audience is evident.	Uses some effective and appropriate words. There is some sense of audience.	Uses few or no correct or effective words. There is little or no sense of audience.
CONVENTIONS - The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage.				
Punctuation	Exhibits correct grammar in each sentence. Smooth, fluid sentences. No run-ons or fragments. Error free punctuation.	Exhibits mostly correct grammar. Errors in punctuation do not interfere with communication.	Exhibits errors in grammar that somewhat interfere with communication.	Exhibits errors in grammar that interfere with communication. Awkward sentences throughout.
Spelling and Usage	Exhibits correct spelling and usage. Error free.	Exhibits mostly correct spelling and usage.	Exhibits errors in spelling and usage that somewhat interfere with communication.	Exhibits errors in spelling and usage that interfere with communication. Misspelled/misused words throughout.
Presentation	Neat and professional, clean presentation; shows attention to details.	Neat, easy to read.	Sometimes hard to read; careless presentation.	Little or no attention to presentation.
MEANING - The extent to which the response exhibits sound understanding, interpretation, and analysis of the task and texts.				
Accuracy of response	Arrives at correct responses consistently through correct and appropriate computations.	Arrives at correct responses most of the time; if the response is incorrect it is the result of a minor error.	Arrives at correct responses some of the time. A few of the responses may be incorrect because of major errors.	Arrives at incorrect responses because of major errors in computation.
Conceptual understanding	Shows a depth of understanding of concept with ample support.	Shows understanding with adequate support.	Shows some understanding with some support.	Understanding is not evident.

MIDDLE SCHOOL ESSAY WRITING RUBRIC

CRITERIA/DEFINITIONS	4	3	2	1
CONTENT ~ The extent to which the paper exhibits sound understanding, interpretation, and analysis of the task and text				
• Introduction of thesis	Thesis is insightful and clearly stated. Key terms are defined. Introduction is energizing	Thesis stated. Some key terms are defined. Introduction is interesting.	Thesis is vague. Terms are not defined. Introduction is not clear.	There is no thesis. No terms defined. No introduction.
• Opening	Clear focus on topic. Thorough introduction of topic. Powerful message conveyed to reader.	Topic is introduced. Sufficient focus on topic. Message conveyed to reader.	Little focus on topic and purpose. Vague message conveyed to reader.	No focus on topic. No message conveyed to reader.
• Development of ideas	Interesting, sophisticated, insightful. Strongly supports thesis.	Development of ideas is clear, evident, and supports thesis.	Simplistic. Does not support thesis. Varying in quality.	Absent or ineffective.
• Supporting evidence and details	Uses examples, reasons, explanations, etc., that are relevant, appropriate, and convincing.	Examples, reasons, details, and explanations are sufficient and accurate.	Some examples, reasons, details, etc. are sufficient and accurate.	Vague, missing, inaccurate evidence.
• Conclusion	Extends, connects, comments on key ideas and topics.	Summarizes main ideas, echoes key concepts.	Restates main idea.	Absent, incomplete, or unfocused.
DEVELOPMENT ~ The extent to which the response exhibits direction, shape, coherence				
• Sentence variety (word choice, word order, sentence length)	Well varied sentence structure throughout piece.	Evidence of some sentence variety.	Occasional sentence variety.	No sentence variety.
• Paragraph development	Each paragraph clearly and consistently relates to the main idea, contributes to an effective argument, and reinforces the content; smooth transitions.	Many paragraphs relate to main idea, contribute to an effective argument, and reinforce the content; often uses smooth transitions.	Some paragraphs relate to main idea, contribute to an effective argument, and have smooth transitions.	No or few paragraphs relate to main idea, contribute to an effective argument or have smooth transitions.
Organization with pre-set	Requirements of format are met consistently throughout piece.	Many of the requirements of format are met in the piece.	Some of the requirements of format are met in the piece.	Few or none of the requirements for the format are met.
Designing organization	Creates an organizational pattern that effectively supports the topic/thesis of the piece.	Creates an organizational pattern that adequately supports the topic/thesis of the piece.	Creates an organizational pattern that inconsistently supports the topic/thesis of the piece.	Little or no organizational pattern to support the topic/thesis of the piece.

Grading Guide for *ALL QUIET* ESSAYS

1. The TITLE OF YOUR PAPER cannot be *All Quiet on the Western Front* -- that's the name of the novel. If you use the same title, you commit plagiarism.

2. The TITLE OF A NOVEL should be underlined or italicized.

3. Never ever say, "In my essay I am going to. . ." or anything similar. To do so insults your reader -- me!

4. Your INTRODUCTION should mention title and author, give general information about your topic, and lead gracefully to your thesis sentence.

5. The THESIS SENTENCE should be the LAST sentence of the introduction. It should not, however, be the ONLY sentence in the introduction. Do you do this just to irritate me?

6. Every BODY PARAGRAPH should have a TOPIC SENTENCE that focuses on a component of the thesis and clearly indicates the subject of the paragraph.

7. Every BODY PARAGRAPH should include a quote that is integrated within your own sentence, not a QUOTE LUMP. If necessary, the importance of a quote should be explained in an additional sentence. (The novel says, ". . ." -- is not integrated.)

8. Supporting EVIDENCE in body paragraphs should refer specifically to the novel -- what happened to whom when why. Thus, each paragraph will have depth -- details, details, details! Your OPINION is never evidence.

9. The CONCLUSION should restate the thesis in some way -- not just "vomit" it back. Your essay should have a sense of closure -- DONENESS -- not just STOP.

10. Each paragraph should have FIVE mature sentences, or FOUR sophisticated ones, or THREE brilliant complex ones.

"Lady of Shalott" Essay **Essay Rubric**

Name _____ **Hour** _____

Inferior or Unacceptable [- 1 to 3]	**On Level [85]**	**Distinguished [+ 1 to 3]**
The writer neglects to provide a thesis and/or introduction is no more than the thesis itself.	The writer provides a clear, concise thesis and a relevant introduction.	The writer embeds a bold thesis that takes a risk in a provocative and well-crafted introduction.
The essay is disorganized or unfocused. Transitions are absent or poorly constructed.	An appropriate organizational framework supports the thesis: 2/3 paintings are analyzed appropriately.	An elegant organizational framework supports the thesis and the writer provides fluent transitions.
The examples are imprecise and lacking in detail.	The essay includes sufficient relevant examples, including accurate information, specific details, quoted passages. Quotes are introduced and explained.	The examples tend to be universal; literary allusions and quoted passages are apt and embedded in a skillfully constructed context.
Connections are superficial or clichéd and/or the writer's argument meanders in a random manner.	The writer addresses significant ideas.	The writer sees the subject matter from a mature perspectives and takes intellectual risks.
Sentence structure is choppy or monotonous.	Sentence structure is varied and vocabulary is appropriate for audience and purpose.	The writer makes sophisticated use of syntax, parallel structure, diction, figurative language and other rhetorical strategies.
The essay just stops.	The conclusion underscores key ideas and contributes unity to the essay.	The conclusion contributes unity and insight to the essay.
There are many errors of spelling, punctuation, grammar and other conventions of print. Essay is handwritten or lacks labels.	There are few errors. The essay is typed, paginated and appropriately labeled.	There are no errors. The presentation is professional. May include an apt title. The writer may break the rules to achieve an innovative effect.

Comments: _____
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AP Rubric Scoring Guidelines for Literature & Composition: Open Prompt

	9-8 Grade = 95-90	7-6 Grade = 85-80	5 Grade = 70	4-3* Grade = 65-60	2-1 Grade = 55-50	0 Grade = 0
Content	• Essay is well-focused and persuasive. • This essay analyzes and explores the point of the prompt clearly.	• Essay is competent. • Attempt to articulate what the prompt is asking.	• Essay tends to be superficial in analysis even though an attempt is made to answer the prompt. • Interpretation of text is plausible.	• This lower-half essay reflects an incomplete or oversimplified understanding of the work.	• This essay is unacceptably brief. • Poorly written on several counts.	• This essay gives a response with no more than a reference to the task. • This essay is either left blank or is completely off-topic.
Style	• The textual references are apt and specific. • Essay analyzes the literary work with insight and understanding.	• The analysis less thorough, less perceptive, and/or less specific in supporting detail. • Reference to the text may not be as apt and as persuasive	• Essay is a plot summary that contains *some* analysis, implicit or explicit. • Although attempt has been made to answer the prompt, understanding of text is a rather simplistic.	• Relies on plot summary alone. • Assertions are NOT supported or even irrelevant.		
Mechanics	• Well-written controlled thesis • Writes with clarity, precision, coherence, and in the case of a 9 with stylistic flair.	• Adequate controlled thesis. • Essays scored a 7 will demonstrate more sophisti-cation in both substance and style over a 6. • Generally well written and free from significant or sustained misinterpretatios.	• Lacks a clear thesis. • This essay reveals unsophisticated and immature writing.	• No thesis present. • Often wordy, elliptical, or repetitious. • Essay lacks control over the elements of a college-level composition. • Typically, essays scored a 3 exhibit more than one stylistic error; marred by significant misinterpretation and/or poor development.	• Contains distracting errors in grammar and mechanics. • Writer's remarks are presented with little clarity or organization. • Inept, vacuous, and/or unsound.	

***In no case may a poorly written essay be scored higher than a 3.**

Generic Rubric for ANY Synthesis Essay

The synthesis question presents five or more evidential pieces, perhaps including a visual which may be a photo, drawing, cartoon, or statistical graph. The student must use three or more of the sources in assembling a purposefully argued essay on the subject stated in the essay prompt. Use the following generic rubric to guide the close reading, critical thinking, writing, and grading of any synthesis essay.

9: Essays earning a score of 9 meet all the criteria for 8 papers and, in addition, are especially full in their understanding of the complex ideas presented in each of the documents chosen. Essays earning a score of 9 are especially apt in their ability to synthesize the information in 3 or more documents in assembling a purposefully argued essay. They also demonstrate particularly impressive control of language.

8: Essays earning a score of 8 demonstrate an excellent understanding of the complex ideas presented in each of the documents chosen. These essays effectively synthesize the information in 3 or more documents in assembling a purposefully argued essay. These essays refer to the documents chosen implicitly or explicitly, synthesizing each important idea, correctly grouping more than one source together under the same subtopic. The prose of an 8 essay demonstrates an ability to control a wide range of the elements of effective writing, but it is not flawless.

7: Essays earning a score of 7 fit the description of 6 essays but employ more complete synthesis or demonstrate a more mature writing style.

6: Essays earning a score of 6 demonstrate an adequate understanding of the complex ideas presented in each of the documents chosen. These essays adequately synthesize the information in 3 or more of these documents in assembling an adequately argued essay. They refer to the documents chosen implicitly or explicitly, synthesizing most of the important ideas. They group more than one source together under the same subtopic, but sometimes they do so incorrectly. Their writing may contain a few lapses in diction or syntax, but generally the prose is clear.

5: Essays earning a score of 5 misunderstand parts of the evidence. They synthesize the sources, but their discussion is uneven or inconsistent. They may offer superficial arguments or confused organization. Some important ideas may be omitted. Although the writing may contain a few lapses in diction or syntax, it usually conveys ideas adequately.

4: Essays earning a score of 4 respond to the essay prompt inadequately. They totally misread the evidence, omitting large chunks of significant ideas. They may misrepresent the writer's stance on the issue of self. 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 for a score of 4 but are less perceptive, or they are less consistent in controlling the elements of writing.

2: Essays earning a score of 2 demonstrate little success in understanding the material or in synthesizing the documents. These essays may offer vague generalizations about the subject of self. They may lack development or stray from the evidence contained in the chosen documents. The prose often demonstrates consistent weakness in writing, such as a lack of development or organization, grammatical problems, or lack of control.

1: Essays earning a score of 1 meet the criteria for a score of 2, but are especially simplistic in their discussion or weak in their control of language.

0: Indicates a response that receives no credit, such as one that merely repeats the prompt, a blank response or one that is completely off topic.

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