

AP Essay Scoring Rubric

Student: _____

Paper: _____

Score: _____

Score	Description
9–8 A+/A	<input type="checkbox"/> responds to the prompt clearly, directly, and fully <input type="checkbox"/> approaches the text analytically <input type="checkbox"/> supports a coherent thesis with evidence from the text <input type="checkbox"/> explains how the evidence illustrates and reinforces its thesis <input type="checkbox"/> employs subtlety in its use of the text and the writer’s style is fluent and flexible <input type="checkbox"/> has no mechanical and grammatical errors
7–6 A–/B+	<input type="checkbox"/> responds to the assignment clearly and directly but with less development than an 8–9 paper <input type="checkbox"/> demonstrates a good understanding of the text <input type="checkbox"/> supports its thesis with appropriate textual evidence <input type="checkbox"/> analyzes key ideas but lacks the precision of an 8–9 essay <input type="checkbox"/> uses the text to illustrate and support in ways that are competent but not subtle <input type="checkbox"/> written in a way that is forceful and clear with few grammatical and mechanical errors
5 B	<input type="checkbox"/> addresses the assigned topic intelligently but does not answer it fully and specifically <input type="checkbox"/> shows a good but general grasp of the text <input type="checkbox"/> uses the text to frame an apt response to the prompt <input type="checkbox"/> employs textual evidence sparingly or offers evidence without attaching it to the thesis <input type="checkbox"/> written in a way that is clear and organized but may be somewhat mechanical <input type="checkbox"/> marred by conspicuous grammatical and mechanical errors
4–3 B–/C	<input type="checkbox"/> fails in some important way to fulfill the demands of the prompt <input type="checkbox"/> does not address part of the assignment <input type="checkbox"/> provides no real textual support for its thesis <input type="checkbox"/> bases its analysis on a misreading of some part of the text <input type="checkbox"/> presents one or more incisive insights among others of less value <input type="checkbox"/> written in a way that is uneven in development with lapses in organization and clarity <input type="checkbox"/> undermined by serious and prevalent errors in grammar and mechanics
2–1 D/F	<input type="checkbox"/> combines two or more serious failures: <input type="checkbox"/> does not address the actual assignment <input type="checkbox"/> indicates a serious misreading of the text (or suggest the student did <i>not</i> read it) <input type="checkbox"/> does not offer textual evidence <input type="checkbox"/> uses textual evidence in a way that suggests a failure to understand the text <input type="checkbox"/> is unclear, badly written, or unacceptably brief <input type="checkbox"/> is marked by egregious errors <input type="checkbox"/> is written with great style but devoid of content (rare but possible)

Comments
