

# AP Rubric of All Rubrics

Papers written for the AP Literature and Composition exam are graded on a 9-point scale. We will employ this scale throughout the course. To earn an overall AP score of 3 or higher, you should consistently be writing at level 5 or above—a higher composite obviously requiring higher scores. Overall descriptors for each score point and specific information for class grades/points are included. Refer to this rubric often to gauge your progress; certain essays will be scored with a specific scale provided by AP.

## PERSUASIVE

**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.

- 9 A+ 20 Excellent thesis; excellent illustrations (support); excellent organization; sound mechanics; effective imagination, sees and makes connections
- 8 A 19 Excellent thesis; excellent illustrations (support); effective organization; less imagination or speculation, a few mechanical flaws which do not reduce the impact of the analysis

## REASONABLE

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.

- 7 A- 18 Intelligent, yet less concise thesis; effective illustrations; sound organization; adequate mechanics; a "safe" paper, beautifully done
- 6 B 17 Good, safe thesis; completely adequate in every way; some illustrations; a beginning, middle, and end; significantly less imagination

## SUPERFICIAL

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.

- 5 B- 16 The thesis is adequate, yet unnecessarily general; predictable illustrations; general analysis; a few definite mechanical flaws; intelligent observations and conclusions

## **INADEQUATE**

### **Getting there...**

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**.

- 4 C 15 Thesis is too large or too vague; some illustrations, but surface analysis; definite mechanical flaws or carelessness; the writing has "moments" when it is an essay
- 3 C- 14 An adequate report; the thesis is too large or vague; an intelligent summary; few illustrations; punctuation flaws; might reflect simple lack of effort or hurried last-minute preparation,

### **...Not even close.**

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.

- 2 D- 13 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.
- 1 D 12 Lack of effort; no thesis; therefore, nothing to illustrate; no interest in topic: usually, rather brief, undeveloped