

SCORING RUBRIC FOR ADVANCED PLACEMENT ESSAYS**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/or very specific examples--and connecting scholarly commentary to the overall meaning. These essays establish clear significance and relevance to the entire text, author's vision, and the essay prompt. While both the 9 and 8 essay achieves such objectives, the 9 writer establishes exceptional **insight, fluency, and evidence** in his/her analysis.

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. These essays refer to the author's vision and attempt to establish significance or relevance. The writer's insight, fluency, and evidence are established, but the development and/or expression of his/her ideas warrant improvement, especially in the 6 essay.

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. Writer's approach may allude to significance or relevance of the issue to the overall text. The five essay generally fall short in its insight, fluency, and/or evidence.

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**. Essay doesn't adequately address relevance or significance, nor does it achieve a significant level of insight, fluency, and/or evidence.

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.

