

Rubrics

At CSHS, we evaluate all essays, both in-class and take-home, with the standard AP rubrics for poetry, prose and open-ended questions. When essays are done in class as timed writings using a real AP prompt, the corresponding rubric is used for grading. However, sometimes we use materials not directly related to an AP prompt and then use customized rubrics. Below are samples of generic rubrics containing the general language and areas of concentration used to evaluate AP essays. Sometimes additional criteria are added to make the rubric specific to the task. The scoring is from 9 (highest) to 0 (lowest). **Most essays fall within the 6-4 range.**

This is the generic rubric which will be used for grading **prose analysis** papers.

9-8 Clearly demonstrates an understanding of the passage. Correctly identifies two tones or sides of the author's attitude toward the subject in a well-written thesis. Recognizes complexity of passage. Deals specifically with narrative techniques such as Point of View, Syntax, Diction, Detail, Organization. Uses appropriate choices for quotation or reference and selects appropriate number of choices from throughout the passage. May be flawed, but nevertheless displays consistent control over the elements of effective writing. Reveals the student's ability to read with perception and to express ideas with clarity and skill.

7-6 Adequately demonstrates an understanding of the passage. Tone identification may not be as precise or thesis as forcefully worded as a 9-8. Is not as thorough, precise or aware of complexities as the top scoring papers. May deal with fewer narrative techniques, and analysis may be less perceptive or less developed than that of the better essays. Prose demonstrates ability to express ideas clearly but with less maturity and control than the top-scoring papers. Generally, essays earning a score of 6 present a more limited analysis and less consistent command of the elements of effective writing than essays scored 7.

5 Often characterized by superficiality. Responds to the question without important errors, but misses the complexity of the passage. Thesis may not reveal clear understanding of author's tone(s). Only a vague relationship between paragraphs' discussions of Point of View, Syntax, Diction, Detail, Organization and how these relate to question. Choices of proof may be less effective than those in 9-6 range or not from throughout the passage. Although adequate to convey the student's thoughts, the writing is not as well conceived, organized or developed as that of papers scoring in the upper half.

4-3 Attempts to explain the passage, but does so inaccurately or ineffectively. May present misguided or underdeveloped analysis of Point of View, Syntax, Diction, Detail, Organization and/or fail to relate them to the thesis. Mistakes examples of diction for detail or vice versa. May involve paraphrasing and omitting analysis altogether. Generally prose reveals weak control over writer's own elements as diction, organization, syntax or grammar. A typical essay earning a score of 3 exhibits more than one of these problems: it is flawed by weak writing skills, significant misinterpretations, inadequate developments, or serious omissions.

2-1 Compounds the weaknesses of essays in the 3-5 range. Seriously misread the passage or fails to respond adequately to the question. May be unacceptably brief or poorly written on several counts, and may contain many distracting errors in grammar and mechanics. Although the student may have attempted to answer the question, the views presented typically have little clarity or coherence.

0 Off topic

This is the generic rubric for **poetry**:

9-8 These well-organized and well-written essays clearly demonstrate an understanding of how _____ expresses the complex attitude of the speaker. In their textual references they are apt and specific. Although the writers may provide a range of interpretations, these papers will offer a convincing interpretation of _____ as well as consistent control over the elements of effective composition, including the language unique to the criticism of verse. Though not without flaws, they demonstrate the writers' ability to read poetry perceptively and to write with clarity and sophistication.

7-6 These essays reflect a sound grasp of _____'s poem; but they are less sensitive to the complexities of _____ than the best essays, and their interpretation of the poem may falter in some particulars. Though perhaps not as thorough or precise in their discussion of (how the speaker's tone) is revealed in the poem, their dependence on paraphrase, if any, should be in the service of analysis. These essays demonstrate the writers' ability to express ideas clearly, but they do not exhibit the same level of mastery, maturity and/or control as the very best essays. These essays are likely to be briefer, less incisive, and less well-supported than the 9-8 papers.

5 These essays are, at best, superficial. They respond to the assigned task yet probably say little beyond the most easily-grasped observations. Their analysis of HOW the author creates meaning may be vague, formulaic, or inadequately supported. They may suffer from the cumulative force of many minor misreadings. They tend to rely on paraphrase but nonetheless paraphrase which contains some implicit analysis. Composition skills are at a level sufficient to convey the writer's thoughts, and egregious mechanical errors do not constitute a distraction. These essays are nonetheless not as well-conceived, organized, or developed as upper-half papers.

4-3 These lower-half essays reveal an incomplete understanding of the poem and perhaps an insufficient understanding of the prescribed task as well: they may emphasize literal description without discussing the deeper implications of the poem. The analysis may be partial, unconvincing, or irrelevant or it may rely essentially on paraphrase. Evidence from the text may be meager or misconstrued. The writing demonstrates uncertain control over the elements of composition, often exhibiting recurrent stylistic flaws and/or inadequate development of ideas. Essays scored 3 may contain significant misreadings and/or unusually inept writing.

2-1 These essays compound the weaknesses of the papers in the 4-3 range. They may seriously misread the poem. Frequently, they are unacceptably brief. They are poorly written on several counts and may contain many distracting errors in grammar and mechanics. Although some attempt may have been made to respond to the question, the writer's assertions are presented with little clarity, organization, or support from the text of the poem.

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

- A blank paper or completely off-topic response.

Here is a rubric for use with **open ended questions** such as Question #3 on the AP Exam:
(With thanks to Gloria Wilkins, Oneida HS, Oneida, NY for this version)

9-8 Superior papers 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.

7-6 These papers are less thorough, less perceptive or less specific than 9-8 papers. These essays are well-written but with less maturity and control than the top papers. They demonstrate the writer's ability to analyze a literary work, but they reveal a more limited understanding than do the papers in the 9-8 range. Generally, 6 essays present a less sophisticated analysis and less consistent command of the elements of effective writing than essays scored 7.

5 Superficiality characterizes these 4 essays. Discussion of meaning may be pedestrian, 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. On the other hand, the writing is sufficient to convey the writer's ideas.

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.

Thanks to www.geocities.com for ideas