

IN-CLASS ESSAYS will be timed and graded as first drafts according to the nine-point rubric developed for the AP Exam by the College Board. No specific penalty is given for grammatical or technical errors, although the highest scoring papers will exhibit outstanding command of language. The focus of scoring is the content of the essay.

9	100
8	96
7	94
6	90
5	86
4	80
3	74
2	65
1	55
0	0

- 9-8** These essays reflect an accurate and sensitive reading of the assigned material, and include sufficient details to demonstrate an intelligent and perceptive response. The student has selected a clear focus for the essay response and has maintained coherence and consistency in presenting his chosen line of argument. The writing shows stylistic maturity and an effective command of sentence structure and diction. Sentences are clear and economical and at the same time reflect a mature use of subordination to convey complex ideas. The essay is well-organized, opening with a direct and clear focus on the topic, moving through a logical sequence of ideas, including ample elaboration of generalizations, building toward a high point of understanding and insight, and closing with an effective synthesis. Text references are appropriate and numerous. The writing need not be without flaws, but it reveals the writer's ability to choose from and control a wide range of the elements of effective writing. Grammatically these papers would be nearly flawless. Impressive.
- 7** These essays reflect an accurate and more insightful reading of the assigned materials, but they lack as much detail and elaboration as the 9-8 essay. The discussion of the passage is less thorough and less specific; there may be effectively stated and insightful generalizations but inadequate support and illustration. These essays may possess stylistic maturity and an effective command of sentence structure and diction, but their lack of elaboration and development detract from their persuasiveness. These essays may be written with an appropriate style but lack the power, persuasiveness, and control of the best essays. Or, there may be lapses in diction or syntax that detract from the effectiveness of the style.

- 6** The 6 essay is safe. Solid, safe thesis, completely adequate in every way. Text references are specific and relevant but not as well integrated or explained as the higher essays. Has a clear beginning, middle and end. Less imagination, style, flair than the higher scores—but a step above the literal reading of the 5.
- 5** The 5 is a mediocre—but passing—essay. These essays reflect an accurate literal reading of the assigned material but lack a sufficient understanding of the implications and subtleties of the material to write about it with clarity, persuasion, and insight. The discussion of the techniques and themes of the material may be overly generalized and vague, mechanical, formulaic, or inadequately related to the chosen details. These essays may stay mostly focused on the prompt and make some effort to reference specifics in the text, there is too little specific reference to the text to make generalizations persuasive but lack sufficient understanding and support. Generally correct technically, but they may reflect inconsistent control over style and organization. (Basic accumulation of detail)
- 4-3** These essays may reflect either a misreading of the material, an inadequate understanding of the material, flaws in sentence clarity and style, or flaws in organization and development. The writing may reflect confusion about the main points of a passage or overly generalized, vague content. These essays omit detailed analysis of the text or supply very little supporting details. **The paper may use paraphrase or plot summary in place of analysis.** The sentences may be confusing or ineffectively worded or style, syntax and diction may be immature or uncontrolled. The writing may not reveal all of these problems, but if the essay is dominated by any one of these problems, it is a 4-3 essay.

The three paper has the characteristics of the 4 but is more inadequate than on its way to a 5. **The paper may not even have a clear aim, leaving the content askew or “all over the place.”** Thesis is too large or vague, topic sentences lack concreteness and specificity, sentences are clear but dull, transitions are awkward or missing, words are not well-chosen.

- 2-1** These essays respond inadequately to the assigned reading, either misreading or misunderstanding the material or the question. Frequently they are unacceptably brief and poorly written on several counts, including distracting errors in grammar and mechanics. They may reflect poor control of style, syntax, and diction. They lack adequate elaboration and development. Views presented have little clarity; style of writing may be childish, choppy, incoherent or vague.