### AP Essay Scoring Rubric

**Student:** ________________________________________________  
**Paper:** ________________________________________________  
**Score:** ________________________________________________  

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

**Comments**

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