

**Advanced Placement English Literature and Composition
Rubric of All Rubrics for AP Prompt Timed-Writing Essays**

Adapted from Conni Shelnut (Lakeland High School, Florida)

9-8

Superior papers are **persuasive** in their argument, specific in their references, cogent in their definitions, and free of plot summary. These essays need not be without flaws, but they demonstrate the writer's ability to discuss a prompt with **insight** and understanding and to control a wide range of the elements of composition. At all times, they make a **convincing** case for their interpretation and stay focused on the question and the thesis. These papers reflect **stylistic flair** and in-depth and original analysis, with **apt and specific concrete supporting details**. This score is equivalent to an A.

7-6

These competent papers offer a **reasonable** analysis and **refer to the text for support**. They demonstrate the writer's ability to **effectively** express ideas clearly, and they provide a sustained argument; however, 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. This score is equivalent to a B.

5

Offering a safe and **plausible** analysis, these essays tend to be superficial or **underdeveloped**. Discussion of meaning may be mechanical, or inadequately related to the chosen details, and the argument may be **minimally supported**. They may be formulaic and are not as well conceived, organized, or developed as the upper papers. On the other hand, the writing is **adequate** to convey the writer's ideas and stays focused on the prompt. This score is equivalent to a C.

4-3

These papers fail to offer an adequate analysis as discussion is likely to be **unpersuasive, unfocused, undeveloped, 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, or the presentation of ideas may be repetitive. The writing may convey the writer's ideas, but it reveals weaker control over such elements as diction, organization, syntax, or grammar. The 3 essays may 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. This score is equivalent to a D/F.

2-1

These essays compound the weakness of essays in the 4-3 range and are frequently unacceptably **brief**. They may **persistently misread**, and usually offer little clarity, organization, or support. They may be **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. This score is equivalent to an F.