### AP Essay Scoring Rubric

**Student:** ___________________________________________  
**Paper:** _______________________________________________  
**Score:** _______________________________________________

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<th>Score</th>
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| 9–8   | □ 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  | □ 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.  |
| 7–6   | □ 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     | □ 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  |
| 4–3   | □ 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)  |

**Comments**

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