

AP/IB/Honors Generic Rubric--In-Class/Practice Essays

General Directions: Writers are rewarded for what they do well in response to the question/prompt. A poorly written essay cannot be scored higher than a “4”. A well-written essay that does not fully meet the assignment may be raised 1 point.

9-8: While not flawless, these sophisticated, well-organized, mechanically sound essays do **all** of the following:

- reflect an understanding of the assignment/question and its implications by focusing on the prompt at all times;
- persuasively argue and sustain control over a thesis and avoid plot summary unless used as support for ideas;
- demonstrate in content and technique, the writer’s ability to discuss a literary work with insight and understanding;
- reveal depth of analysis supported by appropriate, specific textual references including quotations and paraphrase;
- offer scholarly commentary through a convincing argument which demonstrates overall meaning/significance;
- exhibit consistent control over the elements of effective writing, particularly diction, syntax, and structure;
- **“9” essays** present ideas more clearly/skillfully with **more stylistic maturity/flair** than “8” essays.

7-6: These competent essays do **some or all** of the following:

- demonstrate a **more limited understanding** of the task/work/selection than the 9-8 essays;
- discuss a thesis w/o significant/sustained misinterpretation and w/plot summary only as support for ideas;
- contain insights/analysis not as well-conceived/perceptive/organized/developed/supported, incisive, and/or specific;
- express ideas clearly with **less maturity, mastery and control** over a thesis than 9-8 papers;
- exhibit references to text that may not be as apt, thorough, or persuasive as upper level papers;
- offer a less convincing argument and/or do not discuss overall meaning/significance fully;
- **“7” essays do the following better than “6” essays:**
 - draw from the passage more incisively with more sophisticated analysis and style; and
 - reflect more consistent command of elements of effective writing with fewer mechanical errors.

5: These essays **do some or all** of the following:

- miss the complexity of the piece and/or may contain some plot summary;
- reflect ideas which are not as well-conceived, organized, or developed as the “9-6” essays;
- discuss meaning/significance which is pedestrian, mechanical, and inadequately related to chosen details;
- respond to assigned task with understanding of the question, plausible discussion, but flaws in interpretation;
- demonstrate **vague/perfunctory/superficial/simplistic/imprecise/limited analysis with little textual support;**
- exhibit **unsophisticated thinking/immature writing** with inconsistent control over the elements of composition..

4-3: These lower-half essays compound the weaknesses of the “5” essays do **some or all** of the following:

- respond with an incomplete/oversimplified/ inadequate understanding of the work/prompt;
- fail to discuss significance in the work and contain assertions that may be unsupported or even irrelevant;
- reflect inaccuracies, significant misinterpretations, insufficient development and/or serious omissions;
- rely mostly plot summary with little analysis and recurrent stylistic flaws;
- lack clarity and /or specific, persuasive textual evidence for support;
- reveal marked weaknesses in the writer's ability to handle the mechanics of written English;
- suggest meaning/assertions which may be inaccurate, insubstantial, and not clearly related to the question;
- often wordy, elliptical, or repetitious and lack control over the elements of college-level composition; and
- **“3” essays are marred by more significant misinterpretation and/or poorer development** than “4” essays.

2-1: These essays compound weaknesses of 4-3 essays and do **some or all** of the following:

- respond inadequately to the question although the writer has made some effort to answer the question;
- appear to be incoherent and/or too short with little clarity or coherence in mere summarization of plot;
- distort/misapply the prompt with serious misreading/lack of structure, clarity, organization/supporting evidence;
- contain serious, distracting problems in diction, syntax, grammar, mechanics and organization—poorly written;
- **“1” essays reflect brief, inexact, vacuous/mechanically weak answers that do not allow in-depth evaluation.**

Grade Scale: 9=100; 8=95; 7=90; 6=85; 5=80; 4=75; 3=70; 2=65; 1=60-below

AP/IB/Honors Generic Rubric--In-Class/Practice Essays