

AP/IB/Honors Generic Rubric—Out-of-Class Essays

A Paper [100]—Superior [meets all characteristics w/comments on essay about each]

- contains rich content. with stylistic finesse and artful transitions;
- focuses on a clear organizing principle/fully engages the reader with the opening paragraph;
- reflects tight, fresh and highly specific phrasing with varied sentence structure;
- fully develops ideas in logical order/unifies specific points w/ appropriate textual support;
- contains a closing paragraph which is both conclusive and thematically related to the opening;
- uses concise/precise diction with varied sentence structure free of mechanical errors;
- meets all page/other requirements without mechanical errors and correct MLA documentation; and
- imparts a feeling of wholeness/unusual clarity; leaves the reader thoroughly satisfied/eager to reread .

A Paper [95]—Excellent [meets all characteristics w/comments on essay about each]

- presents ideas without quite the **stylistic maturity/flair** of the “9” essays
- may contain minor MLA/mechanical errors

B Paper [90]: Very Strong [meets all characteristics w/comments on essay about each]

- offers substantial information in quantity and interest-value with few distractions/smooth transitions;
- focuses on a clear organizing principle/somewhat engages the reader with its title/opening paragraph;
- reflects mostly tight, fresh and highly specific phrasing with varied sentence structure;
- mostly develops ideas in logical order/unifies specific points w/ appropriate textual support;
- contains a closing paragraph which is somewhat conclusive and thematically related to the opening;
- uses concise/precise diction with varied sentence structure;
- meets all page/other requirements with minor mechanical / MLA documentation errors; and
- makes the reading experience pleasurable, distinctive and memorable because of some finesse.

B Paper [85]: Strong [meets all characteristics w/comments on essay about each]

- draws from the work less incisively with less sophisticated analysis and style; and
- reflects inconsistent command of elements of effective writing with a few more mechanical/MLA errors.

C Paper [80]: Generally Competent [meets all characteristics w/comments on essay about each]

- reflects reasonably organized/developed information that seems thin/commonplace w/few transitions;
- focuses on a vague organizing principle with little to engage the reader with the opening paragraph;
- reflects some specific phrasing with varied sentence structure;
- presents vague generalities/diction marred by redundancy/imprecision w/little textual support;
- offers only a perfunctory wrap-up in the final paragraph;
- contains choppy/run-on/comma-spliced sentences w/subject-verb-object pattern/imprecise diction;
- meets all page/other requirements with some mechanical/ MLA documentation errors; and
- reflects little intellectual rigor/finesse but meets minimum standards for college writing.

D Paper [75]: Below Standard [meets some characteristics w/comments on essay]

- lacks a discernible theme and treats/develops its subject superficially with little textual support;
- presents ideas in vague generalities with diction frequently marred by redundancy and imprecision;
- contains unclear, ineffective organization (if present at all) with awkward, ambiguous sentences;
- reflects some mechanical/MLA errors, but meets minimum page/other requirements;
- gives the impression that it was conceived/written in haste with little proofreading; and
- exhibits ideas, organization, and style that are below acceptable standards for college writing.

D Paper [70]: Below Standard [meets some characteristics w/comments on essay]

- reflects an attempt to meet minimum page/other requirements but has even more serious problems in all areas

F Paper [69-below]: Far Below Standard [meets any or all characteristics w/comments on essay]

- lacks a discernible theme/treats its subject rudimentarily without sufficient textual support;
- presents ideas in garbled/stylistically primitive diction with much redundancy;
- contains unclear, ineffective organization (if present at all) with very awkward, ambiguous sentences;
- exhibits frequent mechanical errors/incorrect MLA style/less than minimum page, etc. requirements;
- gives the impression that it was conceived and written in haste without proofreading; and reflects ideas, organization, and style that are far below acceptable standards for college writing.