**AP English Literature and AP English Language Scoring Rubric**

The score will reflect a judgment of the essay’s quality as a whole. In no case may an essay with many distracting errors on grammar and mechanics be scored higher than a 2. Essays with no textual evidence to support the analysis/argument will not be scored higher than a 2.

**9** - has all the qualities of an 8 essay, and the writing style is **especially impressive**, as is the analysis of the specifics related to the prompt and the text. (95-100)

**8** - will **effectively and cohesively address the prompt**. It will analyze and/or argue the elements called for in the question. In addition, it will do **so using appropriate evidence from the given tex**t. The essay will also show the writer’s **ability to control language** well. (90-94)

**7** - essay has all the properties of a 6, only with a more **complete well-developed interpretive analysis** or a **more mature writing style**. (85-89)

**6** - essay **adequately addresses** the prompt. The analysis and/or argument is on target and makes use of **appropriate specifics from the text**. However, these elements are **less fully developed** than scores in the 7, 8, or 9 ranges. The writer’s ideas are expressed with clarity, about the writing **may have a few errors** in syntax and/or diction. (80-84)

**5** - essay demonstrates the writer **understands the prompt**. The analysis/argument is generally understandable but is **limited or uneven**. The writer’s ideas are expressed clearly with a **few errors** in syntax or diction. (75-79)

**4** - essay is **not an adequate response** to the prompt. The writer’s analysis/argument of the text indicates a **misunderstanding**, an **oversimplification,** or a **misrepresentation** of the given passage. The writer may use evidence which is **inappropriate or insufficient** to support the analysis/argument. (70-74)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3** - essay demonstrates all the properties of a 4, but demonstrates **less understanding of the prompt**, **less success** **in developing a clear position**, or less **control of writing**. (65-68)

**2** - essay indicates **little success in speaking to the prompt**. The writer **misread** the question**, only summarizes the passage**, **fails to develop** the required analysis/argument or simply **ignores the prompt** and writes on another topic. (55-64)

1 - essay is a lower 2 because it is even more simplistic, disorganized and lacks control of language. (50-54)