

AP Language: Rhetorical Analysis Rubric Response

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 30-40 minutes to read and write; therefore, the essay is not a finished product and should not be judged by standards that are appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Impressive

Essays earning a score of 9 meet the criteria for 8 essays and, in addition, are especially **sophisticated** in their explanation and are especially full or apt in their analysis. They demonstrate particularly **impressive control** of language.

8 Effective

Essays earning a score of 8 **effectively** analyze how the author uses rhetorical strategies to characterize the subject of the selection. They refer to the passage explicitly or implicitly and explain the function of specific strategies. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 fit the description of 6 essays but provide a more complete explanation or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** analyze how the author uses rhetorical strategies to characterize the subject of the selection. They refer to the passage, explicitly or implicitly, but their discussion is more limited. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 analyze how the author uses rhetorical strategies to characterize the subject of the selection. They may treat the prompt in a **superficial** way or demonstrate a **limited understanding** of the prompt. These essays may provide **uneven, inconsistent, or limited explanations**. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 **inadequately** analyze how the author uses rhetorical strategies to characterize the subject of the selection. They may **misrepresent** the author's position, analyze the strategies **inaccurately**, or offer **little discussion** of specific strategies. The prose generally conveys the student's ideas but may suggest immature control of writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the strategies the author uses to characterize the subject of the selection. These essays may offer vague generalizations, substitute simpler tasks such as **summarizing the passage, or simply list techniques**. The essays may show less control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing how the author uses rhetorical strategies to characterize the subject of the selection. These essays may misunderstand the prompt; fail to analyze the strategies the author uses to characterize the subject of the selection; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing.

1 Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, and/or weak in their control of language.

0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

Nine-Point Rubric for AP Persuasive Essays

The following nine-point guide will be used in grading the essays you write for this course. The guide is based on AP evaluation criteria. For most essays, a more specific rubric will be discussed and/or presented upon return of graded essays. Use this guide and any class discussion regarding the original essays you write in order to evaluate and/or revise your essays with confidence and competency.

9 Essays of this caliber meet all criteria for papers that earn an 8 and are particularly persuasive, or carefully reasoned, or demonstrate impressive compositional skill, stylistic maturity, and rhetorical excellence.

8 These impressive essays persuasively defend, challenge, or qualify the assertion made. They present cohesive and carefully reasoned arguments using appropriate evidence from the student's knowledge and/or experience. Writers of these essays demonstrate distinctive stylistic skill, varied sentence structures, and effective use of diction. These essays need not be flawless, but they must indicate a wide range of effective writing techniques.

7 These essays fit the description of essays that receive a score of 6, but are distinguished by fuller or more purposeful argument or stronger prose style. The style, diction, and compositional skills of this essay are above average, but not quite reaching the level of the 8-9 essays.

6 Essays earning a score of 6 adequately defend, challenge, or qualify the assertion made. Their arguments are generally sound and use appropriate evidence. These essays are above average in composition, but stylistically are less mature. Some lapses in diction and syntax may mar the overall impression.

5 These essays understand the task at hand and defend, challenge, or qualify their assertions. Their arguments are generally clear, but they may use superficial or limited evidence or exhibit uneven development. These essays are not poorly written, and they show that the writer possesses the ability to organize an essay in a functional manner. Stylistically, the essay may have simplistic sentence structure and word choice.

4 These essays inadequately respond to the prompt. They may misunderstand, misrepresent, or oversimplify their assertions. The evidence used may be inappropriate or insufficient to make the student's own case. The writing displays weakness in syntax, diction, and/or organization (often all three!).

3 These essays meet the criteria for a score of 4, but are noticeably less persuasive in their attempts to state and defend a position, or are less consistent in their ability to control the elements of writing.

2 Essays earning a score of 2 demonstrate little or no success in defending, challenging, or qualifying the assertion. The student may seriously misunderstand or misrepresent the assertion being made. Generally no substantial evidence for the assertion is provided. The prose of these essays may reveal consistent weaknesses in the control of elements of writing, such as organization, grammar, or diction.

1 These essays meet the criteria for a score of 2, but tend to be especially simplistic and/or weak in elements of writing.

0 This score indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

AP[®] ENGLISH LANGUAGE AND COMPOSITION 2007 SCORING GUIDELINES

Question 1

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 15 minutes to read and 40 minutes to write; therefore, the essay is not a finished product and should not be judged by standards that are appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

-
- 9 Essays earning a score of 9 meet the criteria for 8 essays and, in addition, are especially sophisticated in their argument, skillful in their synthesis of sources, or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** develop a position on the effects of advertising. They support the position by successfully synthesizing* at least three of the sources. The argument is convincing, and the sources effectively support the student's position. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

- 7 Essays earning a score of 7 fit the description of 6 essays but are distinguished by more complete or more purposeful argumentation and synthesis of sources, or a more mature prose style.

6 Adequate

Essays earning a score of 6 **adequately** develop a position on the effects of advertising. They synthesize at least three of the sources. The argument is generally convincing and the sources generally support the student's position, but the argument is less developed or less cogent than the arguments of essays earning higher scores. The language may contain lapses in diction or syntax, but generally the prose is clear.

- 5 Essays earning a score of 5 develop a position on the effects of advertising. They support the position by synthesizing at least three sources, but their arguments and their use of sources are somewhat limited, inconsistent, or uneven. The argument is generally clear, and the sources generally support the student's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately.

4 Inadequate

Essays earning a score of 4 **inadequately** develop a position on the effects of advertising. They attempt to present an argument and support the position by synthesizing at least two sources but may misunderstand, misrepresent, or oversimplify either their own argument or the sources they include. The link between the argument and the sources is weak. The prose of 4 essays may suggest immature control of writing.

* For the purposes of scoring, synthesis refers to combining the sources and the writer's position to form a cohesive, supported argument, and accurately citing sources.

AP[®] ENGLISH LANGUAGE AND COMPOSITION
2007 SCORING GUIDELINES

Question 1 (continued)

- 3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less understanding of the sources, less success in developing their own position, or less control of writing.

2 Little Success

Essays earning a score of 2 demonstrate **little success** in developing a position on the effects of advertising. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These essays may misread the sources, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially or merely summarizing the sources. The prose of 2 essays often demonstrates consistent weaknesses in writing, such as a lack of development or organization, grammatical problems, or a lack of control.

- 1** Essays earning a score of 1 meet the criteria for a score of 2 but are especially simplistic, are weak in their control of writing, or do not cite even one source.

0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

— Indicates a blank response or one that is completely off topic.