AP Style Scoring Guide

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Score:\_\_\_\_**

**Date:**

**Period:**

**Comments:**

|  |  |
| --- | --- |
| **9-8** | **A superior paper**:* focuses entirely on the prompt
* includes a clear, thoughtful, highly effective thesis
* is clear, logical and purposeful in its organization/structure
* contains specific evidence (also called concrete detail or fact) that is carefully chosen and effectively supports the thesis, mostly through use of direct quotations
* includes evidence (quotes or paraphrase) that is effectively introduced and properly cited
* uses commentary (also called analysis) that is deep, complex and demonstrates insightful, thorough understanding; commentary explains and analyzes the evidence. No summarizing in commentary.
* contains ideas that are original and creative, and demonstrates critical thinking
* has few, if any, errors in grammar, sentence structure, punctuation, spelling
* uses vocabulary, word choice, and language that are precise, powerful, mature, and not repetitive (uses formal academic language)

*Words used to describe this paper might be:* ***far above average****,* ***masterly, sophisticated, superb, complex, consistent, specific, analytical, well-supported***  |
| **7-6** | **A strong paper:*** focuses mainly on the prompt
* includes a clear and effective thesis
* is clear and logical in its organization/structure
* contains evidence (also called concrete detail or fact) that effectively supports the thesis, mostly through use of direct quotations
* includes evidence (quote or paraphrase) that is introduced and properly cited
* uses commentary (also called analysis) that demonstrates thoughtful understanding; commentary explains and analyzes the evidence. No summarizing in commentary.
* contains some ideas that are original and creative, and demonstrates some critical thinking
* may contain some errors in grammar, sentence structure, punctuation, spelling, but errors do not interfere with the reader’s understanding
* uses vocabulary, word choice, and language that are appropriate, mature, and not repetitive (uses academic language)

*Words used to describe this paper might be:* ***above average, well-written, strong, promising, maturing, commendable, thought-provoking, engaging*** |
| **5** | **An adequate paper**:* focuses mostly on the prompt
* includes a thesis, although it may be generic or simplistic
* is basic and predictable in its organization, and may lack one or more elements of essay structure
* contains evidence (also called concrete detail or fact) that generally supports the thesis, and uses some direct quotations
* includes evidence (quote or paraphrase) that is usually introduced and cited
* uses commentary (also called analysis) that demonstrates some understanding; commentary relates to the evidence, but may be inconsistent or limited. Might include too much summary or too little analysis.

- needs more creativity or original thinking; cliched* may contain errors in grammar, sentence structure, punctuation, spelling, that may interfere with the reader’s understanding
* uses vocabulary, word choice, and language that are generally appropriate, mature, and not repetitive (uses academic language)

*Words used to describe this paper might be:* ***average****,* ***superficial, mechanical, vague, basic, predictable, shallow, sufficient, simplistic, safe, plastic, generic***  |
| **4-3** | **An underdeveloped paper**:* may show promise, but more development is needed
* may not adequately address the prompt
* may include a thesis, but it is weak and underdeveloped
* lacks consistent organization/ structure, and may be illogical, hard to follow, or unclear
* contains little if any evidence; evidence may not directly relate to thesis or prompt; evidence is not specific or effective
* evidence may not be introduced or cited correctly
* uses misguided and/or oversimplified commentary that may repeat or restate the obvious; lacks understanding; commentary is weak and may confuse summary for analysis

- limited creativity or original thinking* contains too many errors in grammar, sentence structure, punctuation, spelling, which might interfere with the reader’s understanding
* uses elementary vocabulary, poor word choice, and language that is generally inappropriate, immature, or repetitive (uses slang or informal language)

*Words used to describe this paper might be:* ***below average****,* ***repetitive, random, unclear, choppy, disorganized, needs revision, weak, uninteresting*** |
| **2-1** | These essays contain all the weakness of essays in the 4-3 range and are also unacceptably brief or incomplete. They are poorly written on several counts, including many distracting errors in grammar, punctuation and spelling. Although the writer may have made some effort to respond to the prompt, the views presented have little clarity or coherence. |