

## AP Scoring Rubric Question 1: Poetry Analysis

### Thesis Statement:

<p><b>0 points</b> For any of the following:</p> <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul>	<p><b>1 point</b> Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.  (The thesis may be one or more sentences anywhere in the response.)</p>
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis is only a generalized comment about the poem that doesn't respond to the prompt.</li> <li>• The intended thesis simply describes the poem or features of the poem rather than making a claim that requires a defense.</li> </ul>	<p><b>Responses that earn this point:</b> The thesis takes a position on/provides a defensible interpretation in response to the prompt.</p>
<ul style="list-style-type: none"> <li>• A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

### Evidence and Commentary:

<p><b>0 Points</b> Simply restates thesis (if present). OR Repeats provided information. OR Gives examples that are generally irrelevant and/or incoherent.</p>	<p><b>1 Point</b> Summarizes text without reference to a thesis. OR Provides non-specific references to the text. OR Provides vaguely relevant references to the text. AND Provides little or no commentary.</p>	<p><b>2 Points</b> Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.</p>	<p><b>3 Points</b> Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.</p>	<p><b>4 Points</b> Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.</p>
<p><b>Typical responses:</b></p> <ul style="list-style-type: none"> <li>• Are incoherent or do not address the prompt.</li> <li>• May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>Typical responses:</b></p> <ul style="list-style-type: none"> <li>• Drop in textual references, devices or techniques with little or no explanation.</li> </ul>	<p><b>Typical responses:</b></p> <ul style="list-style-type: none"> <li>• Contain multiple inaccuracies or instances of repetition in commentary.</li> <li>• Offer only simplistic explanations that don't strengthen the argument.</li> </ul>	<p><b>Typical responses:</b></p> <ul style="list-style-type: none"> <li>• Provide commentary that is not always well developed, limited (stops short); may be piecemeal.</li> <li>• Assume or imply a connection to the thesis that is not always explicit.</li> </ul>	<p><b>Typical responses:</b></p> <ul style="list-style-type: none"> <li>• Provide commentary that engages significant details of the text to draw conclusions.</li> <li>• Integrate short excerpts throughout in order to support the student's interpretation.</li> </ul>
<ul style="list-style-type: none"> <li>• Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> </ul>				

### Sophistication Point:

<p><b>0 points</b> Does not meet the criteria for 1 point.</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.</li> <li>• Only hint or suggest other possible interpretations.</li> <li>• Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation.</li> <li>• Oversimplify complexities in the poem.</li> <li>• Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.</li> </ul>	<p><b>Responses that earn this point demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b></p> <ul style="list-style-type: none"> <li>• Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.</li> <li>• Explaining the significance or relevance of an interpretation within a broader context.</li> <li>• Discussing alternative interpretations of a text</li> <li>• Recognizing and accounting for contradictions and complexities within the text.</li> <li>• Using relevant analogies to help an audience better understand an interpretation.</li> <li>• Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student's argument.</li> </ul>
<ul style="list-style-type: none"> <li>• This point should be awarded only if the sophistication or complex understanding is part of the argument, not merely a phrase or reference.</li> </ul>	

Points	Grade	Score / 30	Percent
6	A	30	100 %
5	B	26	86 %
4	C	22	73 %
3	F+	18	60 %
2/1	F	15	50 %