# AP Scoring Rubric Question 1: Poetry Analysis

## Thesis Statement:

<table>
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<th>0 points</th>
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</table>
| For any of the following:  
- There is no defensible thesis.  
- The intended thesis only restates the prompt.  
- The intended thesis provides a summary of the issue with no apparent or coherent claim.  
- There is a thesis, but it does not respond to the prompt. | 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.) |

### Responses that do not earn this point:
- The intended thesis only restates the prompt.  
- The intended thesis is only a generalized comment about the poem that doesn’t respond to the prompt.  
- The intended thesis simply describes the poem or features of the poem rather than making a claim that requires a defense.

### Responses that earn this point:
- The thesis takes a position on/provides a defensible interpretation in response to the prompt.

- 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.

## Evidence and Commentary:

<table>
<thead>
<tr>
<th>0 Points</th>
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<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
</table>
| Simply restates thesis (if present).  
OR  
Repeats provided information.  
OR  
Gives examples that are generally irrelevant and/or incoherent. | 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. | 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. | 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. | 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. |

**Typical responses:**
- Are incoherent or do not address the prompt.  
- May be just opinion with no textual references or references that are irrelevant.  
- May be just opinion with no textual references or references that are irrelevant.

**Typical responses:**
- Drop in textual references, devices or techniques with little or no explanation.  
- Drop in textual references, devices or techniques with little or no explanation.  
- Drop in textual references, devices or techniques with little or no explanation.

**Typical responses:**
- Contain multiple inaccuracies or instances of repetition in commentary.  
- Offer only simplistic explanations that don’t strengthen the argument.  
- Assume or imply a connection to the thesis that is not always explicit.

**Typical responses:**
- Provide commentary that is not always well developed, limited (stops short); may be piecemeal.  
- Provide commentary that is not always well developed, limited (stops short); may be piecemeal.  
- Provide commentary that is not always well developed, limited (stops short); may be piecemeal.

**Typical responses:**
- Provide commentary that engages significant details of the text to draw conclusions.  
- Integrate short excerpts throughout in order to support the student’s interpretation.  
- Integrate short excerpts throughout in order to support the student’s interpretation.

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.

## Sophistication Point:

<table>
<thead>
<tr>
<th>0 points</th>
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<tbody>
<tr>
<td>Does not meet the criteria for 1 point.</td>
<td>Demonstrates sophistication of thought and/or develops a complex literary argument.</td>
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</table>

### Responses that do not earn this point:
- Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.  
- Only hint or suggest other possible interpretations.  
- Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation.  
- Oversimplify complexities in the poem.  
- Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.

### Responses that earn this point demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:
- Crafting a thesis that demands nuanced consideration of textual evidence to prove -- and then successfully proves it.  
- Explaining the significance or relevance of an interpretation within a broader context.  
- Discussing alternative interpretations of a text.  
- Recognizing and accounting for contradictions and complexities within the text.  
- Using relevant analogies to help an audience better understand an interpretation.  
- Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.

- This point should be awarded only if the sophistication or complex understanding is part of the argument, not merely a phrase or reference.
### AP Scoring Rubric Question 2: Prose Analysis

#### Thesis Statement:

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| For any of the following:  
- There is no defensible thesis.  
- The intended thesis only restates the prompt.  
- The intended thesis provides a summary of the issue with no apparent or coherent claim.  
- There is a thesis, but it does not respond to the prompt. | 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.) |

#### Responses that do not earn this point:

- The intended thesis only restates the prompt.  
- The intended thesis is only a generalized comment about the text that doesn’t respond to the prompt.  
- The intended thesis simply describes the text or features of the text rather than making a claim that requires a defense.

#### Responses that earn this point:

- There is a clear thesis that takes a position on/provides a defensible interpretation in response to the prompt.

- 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.

#### Evidence and Commentary:

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<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
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| Simply restates thesis (if present).  
OR  
Repeats provided information.  
OR  
Gives examples that are generally irrelevant and/or incoherent. | 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. | 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. | 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. | 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. |

Typical responses:

- Are incoherent or do not address the prompt.  
- May be just opinion with no textual references or references that are irrelevant.

Typical responses:

- Drop in textual references, devices or techniques with little or no explanation.

Typical responses:

- Contain multiple inaccuracies or instances of repetition in commentary.  
- Offer only simplistic explanations that don’t strengthen the argument.

Typical responses:

- Provide commentary that is not always well developed, limited (stops short); may be piecemeal.  
- Assume or imply a connection to the thesis that is not always explicit.

Typical responses:

- Provide commentary that engages significant details of the text to draw conclusions.  
- Integrate short excerpts throughout in order to support the student’s interpretation.

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.

#### Sophistication Point:

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#### Responses that do not earn this point:

- Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.  
- Only hint or suggest other possible interpretations.  
- Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation.  
- Oversimplify complexities in the poem.  
- Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.

#### Responses that earn this point:

- Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.  
- Explaining the significance or relevance of an interpretation within a broader context.  
- Discussing alternative interpretations of a text.  
- Recognizing and accounting for contradictions and complexities within the text.  
- Using relevant analogies to help an audience better understand an interpretation.  
- Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.

- This point should be awarded only if the sophistication or complex understanding is part of the argument, not merely a phrase or reference.
### AP Scoring Rubric Question 3: Open Analysis

**Thesis Statement:**

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<tbody>
<tr>
<td>For any of the following:</td>
<td>Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.</td>
</tr>
<tr>
<td>• There is no defensible thesis.</td>
<td>(The thesis may be one or more sentences anywhere in the response.)</td>
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<td>• The intended thesis only restates the prompt.</td>
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<td>• There is a thesis, but it does not respond to the prompt.</td>
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**Responses that do not earn this point:**

| The intended thesis only restates the prompt. |
| The intended thesis is only a generalized comment about the chosen work that doesn’t respond to the prompt. |

*• 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.*

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**Evidence and Commentary:**

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<th>3 Points</th>
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<tbody>
<tr>
<td>Simply restates thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.</td>
<td>Summarizes plot 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.</td>
<td>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.</td>
<td>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.</td>
<td>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. The response must address an interpretation about the work as a whole.</td>
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**Typical responses:**

| • Are incoherent or do not address the prompt. | • Drop in textual references (including quotes, plot summary, and paraphrase) into the response with little or no explanation. | • Contain multiple inaccuracies or instances of repetition in commentary. | • Provide commentary that is not always well developed, limited (stops short); may be piecemeal. | • Integrate specific and relevant textual references throughout in order to support the student’s interpretation. |
| • May be just opinion with no textual references or references that are irrelevant. | | • Offer only simplistic explanations that don’t strengthen the argument. | • Assume or imply a connection to the thesis that is not always explicit. | • Response must address the work as a whole. |

*• Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.*

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**Sophistication Point:**

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<td>Does not meet the criteria for 1 point.</td>
<td>Demonstrates sophistication of thought and/or develops a complex literary argument.</td>
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**Responses that do not earn this point:**

| • Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. | • Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. |
| • Only hint or suggest other possible interpretations. | • Explaining the significance or relevance of an interpretation within a broader context. |
| • Make a single statement about how an interpretation of the topic relates to a possible meaning of the chosen work as a whole without consistently maintaining that interpretation. | • Discussing alternative interpretations of a text |
| • Oversimplify complexities of the topic and/or the chosen text. | • Recognizing and accounting for contradictions and complexities within the text. |
| • Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument. | • Using relevant analogies to help an audience better understand an interpretation. |

*• This point should be awarded only if the sophistication or complex understanding is part of the argument, not merely a phrase or reference.*