

# College Application Essay Rubric

## AP English 12

Name: \_\_\_\_\_

Score = \_\_\_\_\_/50 pts. = \_\_\_\_\_%

CATEGORY	Exemplary 4	Mastery 3	Progressing 2	Not at Standard 1
<b>PURPOSE</b>	<p>- Essay maintains a clear, specific, and prompt appropriate focus that develops a clear, consistent main idea throughout the entire essay.</p> <p>-Essay develops purpose with an original, interesting angle. <b>9-10 pts</b></p>	<p>-Essay maintains a clear, mostly specific, prompt-appropriate focus that develops a clear main idea throughout the essay.</p> <p>-Essay develops purpose with a clear angle. <b>8 pts.</b></p>	<p>-Essay's focus is somewhat unclear or off-topic, and/or main idea may meander a bit or contain minor digressions.</p> <p>-Essay develops purpose with an unclear or cliché angle. <b>7pts.</b></p>	<p>-Essay's focus is unclear and/or off-topic and may meander or contain major digressions. Purpose is not evident.</p> <p>-Essay does not contain a discernible angle. <b>6 or below pts.</b></p>
<b>DEVELOPMENT</b>	<p><b>Narration:</b> -Has a clear focus of scene, summary or both, when appropriate, and it is clear why the writer has developed the narrative in this manner.</p> <p><b>Description:</b> -Writer has provided enough detail for the reader to easily follow the essay, in a "show, don't tell" manner with no extra details. <b>9-10 pts</b></p>	<p><b>Narration:</b> -Has a fairly clear focus on scene or summary, though the choice may not be entirely appropriate for the topic.</p> <p><b>Description:</b> -The essay is fairly unified and coherent, though the writer may not have quite enough detail for the reader to easily follow the essay, in a "show, don't tell" manner or occasional extra details may be included. <b>8 pts.</b></p>	<p><b>Narration:</b> - Does not have a clear focus on scene or summary and thus, the piece does not develop adequately as a narrative.</p> <p><b>Description:</b> -The essay is somewhat unified and coherent, though the writer does not have quite enough detail for the reader to easily follow the essay, in a "show, don't tell" manner and extra details appear fairly frequently. <b>7pts.</b></p>	<p><b>Narration:</b> -Has little to no narrative structure and may seem simply to ramble.</p> <p><b>Description:</b> - The essay lacks unity and cohesion because the writer does not have enough detail for the reader to easily follow the essay in a "show, don't tell" manner or there is way too much extra detail. <b>6 or below pts.</b></p>
<b>PERSONA</b>	<p>-Writer comes across appropriately to the essay's target audience. Essay uses appropriate tone and details to present writer as compelling candidate for admission. <b>9-10 pts</b></p>	<p>-Writer comes across appropriately to the essay's target audience. Essay uses appropriate tone and details to present writer as appropriate candidate for admission. <b>8 pts.</b></p>	<p>-Writer comes across inconsistently to the essay's target audience. Essay's tone and/or details could cast the writer as a less-than-desirable candidate for admission. <b>7pts.</b></p>	<p>-Writer's tone and/ or details present the writer as an undesirable candidate for admission. <b>6 or below pts.</b></p>
<b>LANGUAGE USE</b>	<p>-Writer uses intentional and vivid language choices that make writer's voice rich, personal, and honest and very distinctive. It is devoid of clichés, vagueness, and laziness with language. It directly aids in achieving the essay's purpose. <b>9-10 pts</b></p>	<p>-Writer uses intentional and effective language choices that make writer's voice personal and honest. It is mostly devoid of clichés, vagueness, and laziness with language. It aids in achieving the essay's purpose. <b>8 pts.</b></p>	<p>-Writer uses somewhat cliché or unclear language choices that make writer's voice generic or stereotypical. It may not further essay's purpose because of it being bland. <b>7pts.</b></p>	<p>-Writer uses basic, cliché, or very unclear language choices that give no voice at all—could be written by anyone—anywhere. <b>6 or below pts.</b></p>
<b>ORGANIZATION</b>	<p>- The structure establishes a relationship between/among ideas/events and transitions help to clarify the order of events. <b>4.5-5 pts.</b></p>	<p>- The structure establishes a relationship between/among ideas/events, though transitions may be minimal. <b>4.0-4.4 pts.</b></p>	<p>- The structure establishes some relationship between/among some of the ideas/events, though transitions may be lacking. <b>3.5-3.9 pts.</b></p>	<p>-The structure does not establish a connection between/among ideas/events and transitions are nonexistent. <b>3.4 or below pts.</b></p>
<b>CONVENTIONS</b>	<p>- Exhibits EXCELLENT CONTROL of grammatical conventions appropriate to the writing task: standard usage including agreement, tense and case; and mechanics.</p> <p>-Essay follows MLA style for citations, format and pagination. <b>4.5-5 pts.</b></p>	<p>- Exhibits GOOD CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense and case; and mechanics.</p> <p>-Essay follows MLA style for citations, format and pagination with one or two minor lapses. <b>4.0-4.4 pts.</b></p>	<p>- Exhibits SOME CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense and case; and mechanics.</p> <p>-Essay partially follows MLA style for citations, format and pagination with one or two major lapses. <b>3.5-3.9 pts.</b></p>	<p>- Exhibits LITTLE CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense and case; and mechanics.</p> <p>-Essay does not follow MLA style for citations, format and pagination or has three or more major lapses. <b>3.4 or below pts.</b></p>

