

AP Literature and Composition: Scoring Rubric

Score	THESIS (0-1 points)	Scoring Criteria, Decision Rules, & Scoring Notes
1	<ul style="list-style-type: none"> • Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning • Thesis clearly takes a position on/provides a defensible interpretation in response to the prompt/ no generalized comment • For a thesis to be defensible, the passage must include evidence that could be used to support that thesis 	
0	<ul style="list-style-type: none"> • There is no defensible thesis – or – the intended thesis only restates the prompt • The intended thesis provides a summary of the issue with no apparent or coherent thesis – or – the thesis does not respond to the prompt 	
Score	EVIDENCE AND COMMENTARY (0-4 points)	Scoring Criteria, Decision Rules, & Scoring Notes
4	<ul style="list-style-type: none"> • <u>Evidence</u>: Provides specific evidence to support all claims in a line of reasoning • <u>Commentary</u>: Consistently explains how the evidence supports a line of reasoning • Prose and Poetry: Explains how multiple literary elements or techniques in the passage contribute to its meaning • Focuses on the importance of specific words, details, or situations to build an interpretation • Organizes and supports an argument as a line of reasoning composed of multiple claims, each with adequate evidence that is clearly explained • NOTE: Grammatical or mechanical errors that interfere with communication cannot earn this point 	
3	<ul style="list-style-type: none"> • <u>Evidence</u>: Provides specific evidence to support all claims in a line of reasoning • <u>Commentary</u>: Explains how some of the evidence supports a line of reasoning • Prose and Poetry: Explains how at least one literary element or technique in the passage contribute to its meaning • Fails to provide adequate evidence that is clearly explained/fails to integrate some evidence or fail to support a key claim 	
2	<ul style="list-style-type: none"> • <u>Evidence</u>: Provides some specific relevant evidence • <u>Commentary</u>: Explains how some of the evidence relates to the argument, but no line of reasoning is established, or the line of reasoning is faulty • Consists of a mix of specific and broad evidence, contains some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument • Makes one point well, but either does not make multiple supporting claims or does not adequately support more than one claim; does not explain connections between claims, and line of reasoning is not clearly established 	
1	<ul style="list-style-type: none"> • <u>Evidence</u>: Provides evidence that is mostly general • <u>Commentary</u>: Summarizes the evidence but does not explain how the evidence supports the argument • Focuses on overarching narrative developments of the passage rather than specific details or techniques • Mentions literary elements, devices, or techniques with little or no explanation 	
0	<ul style="list-style-type: none"> • Simply restates thesis (if present) OR repeats provided information or offers information irrelevant to the prompt • Writing is incoherent or does not address the prompt • May be just an opinion with no textual references or references that are irrelevant 	
Score	SOPHISTICATION (0-1 points)	Scoring Criteria, Decision Rules, & Scoring Notes
1	<ul style="list-style-type: none"> • Demonstrates sophistication of thought and/or develops a complex literary argument, identifies/explores complexities or tensions within the passage, illuminates the student's interpretation by situating it within a broader context, accounts for alternative interpretations of the passage or text, and employs a style that is consistently vivid and persuasive 	
0	<ul style="list-style-type: none"> • Consists of predominantly sweeping generalizations, only hints or suggests other possible interpretations, makes a single statement about how the interpretation of the passage or text comments on something thematic without consistently maintaining the thematic interpretation, oversimplifies complexities of the topic and/or the chosen text, and uses complicated/complex sentences or language that are ineffective because they do not enhance the argument 	