

Nature FRQ Rubric

General Directions:

- *This scoring guide will be useful for most of the essays that you read. If it seems inappropriate for a specific essay, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question.*
- *Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write. Therefore, the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Instead, evaluate the essay as a draft, making certain that you reward students for what they do well.*
- *All essays, even those scored 8 and 9, may contain occasional flaws in analysis, prose style, or mechanics. These lapses should enter into your holistic evaluation of an essay's overall quality. In no case should you score an essay with many distracting errors in grammar and mechanics higher than a 2.*

9

Essays earning a score of 9 meet all the criteria for 8 papers and in **addition are especially full or apt in their analysis or demonstrate particularly impressive control of language.**

8

Essays earning a score of 8 **effectively** analyze how Oliver's style shows the complexity of her response to nature. They **refer to the text**, explicitly or implicitly, assessing how **specific elements** of style convey the complexity of her response. Their prose demonstrates an ability **to control a wide range of the elements of effective writing but is not flawless.**

7

Essays earning a score of 7 fit the description of 6 essays but provide a **more complete analysis or demonstrate a more mature prose style.**

6

Essays earning a score of 6 **adequately** analyze the relationship of Oliver's style to the complexity it conveys, but their **discussion is more limited.** While the essays refer to the text, explicitly or implicitly, they offer a **less convincing explanation of how specific elements of style function.** The writing may contain lapses in diction or syntax, but generally the prose is clear.

5

Essays earning a score of 5 analyze Oliver's use of style, but they may **provide uneven or inconsistent analyses**. They may treat her style in a **superficial** way or demonstrate a **limited** understanding of the relationship between her style and the complexity of the experience that it conveys. While the writing may contain lapses in diction or syntax, **it usually conveys ideas adequately**.

4

Essays earning a score of 4 respond to the prompt **inadequately**. They may **misrepresent** or **merely touch on** the relationship between Oliver's style and the way in which it conveys complexity or identify techniques **without providing adequate discussion of their function**. The prose generally conveys the writer's ideas but may suggest **immature control of writing**.

3

Essays earning a score of 3 meet the criteria for the score of 4 but **are less perceptive** about Oliver's style or less consistent in controlling the elements of writing.

2

Essays earning a score of 2 demonstrate **little success** in analyzing how Oliver's style conveys the complexity of her response. These essays may **offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list techniques**. The prose often demonstrates **consistent weaknesses** in writing.

1

Essays earning a score of 1 meet the criteria for the score of 2 but are **undeveloped, especially simplistic in their discussion, or weak in their control of language**.

0

Indicates an on-topic response that receives no credit, such as one that **merely repeats the prompt**. Indicates a blank response or one that is completely off topic.