

# AP Language: Rhetorical Analysis Rubric Response

The score should reflect a judgment of the essay's quality as a whole. Remember that students had only 30-40 minutes to read and write; therefore, the essay is not a finished product and should not be judged by standards that are appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

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## 9 Impressive

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

## 8 Effective

Essays earning a score of 8 **effectively** analyze how the author uses rhetorical strategies to characterize the subject of the selection. They refer to the passage explicitly or implicitly and explain the function of specific strategies. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

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

## 6 Adequate

Essays earning a score of 6 **adequately** analyze how the author uses rhetorical strategies to characterize the subject of the selection. They refer to the passage, explicitly or implicitly, but their discussion is more limited. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 analyze how the author uses rhetorical strategies to characterize the subject of the selection. They may treat the prompt in a **superficial** way or demonstrate a **limited understanding** of the prompt. These essays may **provide uneven, inconsistent, or limited explanations**. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

## 4 Inadequate

Essays earning a score of 4 **inadequately** analyze how the author uses rhetorical strategies to characterize the subject of the selection. They may **misrepresent** the author's position, analyze the strategies **inaccurately**, or offer **little discussion** of specific strategies. The prose generally conveys the student's ideas but may suggest immature **control** of writing.

**3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing the strategies the author uses to characterize the subject of the selection. These essays may offer vague generalizations, substitute simpler tasks such as **summarizing the passage, or simply list techniques**. The essays may show less control of writing.

## 2 Little Success

Essays earning a score of 2 demonstrate **little success** in analyzing how the author uses rhetorical strategies to characterize the subject of the selection. These essays may misunderstand the prompt; fail to analyze the strategies the author uses to characterize the subject of the selection; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing.

**1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, and/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.