

Scoring Rubric for General Written Assignments

AP English Language and Composition

██████████ / 2021 ~ 2022

Note to students: *The rubric below is a guide to help you understand my evaluation of your written work exclusive of formal essay writing. Obviously, there is a range of scores that each number 1 – 5 represents. That is to allow for variations in quality within each score group. (For example, all “5” papers will not be alike.) Should you ever have questions about why you received a particular grade, you are welcome to see me either before or after school.*

5 (90 – 100): Student's work demonstrates both attention to detail and complexity of thought. Responses show insight and an application of concepts covered in the class instruction (especially in the areas of close reading, rhetorical analysis, and argumentation). Assignment has few to no errors in spelling, grammar, sentence structure, and punctuation. The student obviously spent considerable time on the assignment and proofread it before turning it in. Work is typed (12 pt.) or neatly handwritten in black or blue ink pen.

4 (80 – 89): Assignment is nearly accurately composed with some MINOR flaws in execution in areas such as syntax and/or diction; however, content is accurate. Responses could have shown more depth of thought, textual evidence, or effective argumentation, but overall they are above average. The assignment is typed or handwritten but may have some MINOR flaws in neatness, order, or execution of the components.

3 (70 – 79): Assignment is flawed in one or more areas and there are gaps in execution. For example, student may have failed to complete parts of the assignment and/or response may be significantly less detailed in the areas referenced above. This score represents work that is of average quality.

2 (60 – 69): Assignment suffers significant flaws, but there may be areas of some merit. The student partially follows the criteria but execution of the assignment is indicative of a lack of effort.

1 (0 – 59): Assignment suffers significant flaws and there is little to no merit in the work. The student fails to follow criteria for a passing grade, or the assignment has been plagiarized. (A student copying another student's work, or students working together and turning in the same assignment is considered cheating.)

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Other variables:

- Avoid use of colloquial diction, euphemisms, and slang
- Check subject-verb agreement
- Check pronoun-antecedent agreement
- Use complex rather than simple syntax
- Avoid indefinite pronouns such as **this** or **that**. These pronouns should be adjective pronouns only—thus modifying a noun
- Check spelling and punctuation
- Use precise vocabulary