AP Literature

Analysis Writing Rubric

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|  | **Exceeds Expectations** | **Meets Expectations** | **Approaches Expectations** | **Does Not Meet Expectations** |
| **Thesis** | Thesis is clear, supportive, arguable, and specific; statement is complex, thought provoking, and thoroughly addresses the prompt with unique ideas that go beyond class discussions. | Thesis is clear and specific; statement is complex, and addresses the prompt with ideas that have been discussed in class. | Thesis lacks some clarity; statement is overly simplified, too broad, or vague and may not fully address the prompt. | Thesis is unclear, not present, or off topic. |
| **Evidence** | The response provides ample, significant, and relevant evidence from the text that thoroughly develops and explains the thesis in a thought provoking way. All MLA citation is present and correct. | The response provides solid and relevant evidence from the text that develops and explains the thesis. Most MLA citation is present and correct. | The response provides evidence that partially supports the thesis or may be weak/insignificant. Not enough evidence was provided to clearly support the argument. MLA citation is attempted but may contain errors. | The response does not provide clear evidence and/or does not support the thesis. MLA citation is either missing or habitually incorrect |
| **Analysis** | Evidence is clearly explained in an insightful way that fully supports the thesis. While avoiding summarization, analysis is thought provoking and takes creative risks with the evidence to explain possible connections, causes and effects, outcomes, conclusions, etc. | Evidence is explained in a clear way that supports the thesis. While avoiding summarization, analysis is clear and uses evidence to explain possible connections, causes and effects, outcomes, conclusions, etc. | Evidence is partially explained and weakly supports the thesis. Summarization is frequently used in place of analysis to make points. Analysis is attempted but limited or weak evidence is used to explain possible connections, causes and effects, outcomes, conclusions, etc. | Evidence is not explained or does not support the thesis. Analysis is missing, acts as a summary only, or fails to explain possible connections, causes and effects, outcomes, conclusions, etc. |
| **Organization** | Introduction is inviting and intentionally captures the reader’s attention in a way that demands to be read. Introduction transitions seamlessly into thesis. The response strategically uses words, phrases, and clauses to link major sections of text within and between paragraphs. Conclusion restates thesis in a new way and moves beyond mere summation of the major points, instead insightfully addresses the topic’s overall significance through a universal closure. Conclusion doesn’t introduce new information that needs explanation. | Introduction is inviting and introduces the reader to the topic. Introduction transitions into claim. The response uses words and phrases to link major sections of text within and between paragraphs. Conclusion restates thesis and addresses major points within the essay while addressing the topic’s overall significance through a universal closure. Conclusion doesn’t introduce new information that needs explanation. | Introduction introduces the reader to the topic. Introduction roughly transitions into claim. The response inconsistently or weakly uses words and phrases to link major sections of text within and between paragraphs. Conclusion duplicates thesis and merely restates major points from the essay while weakly addressing the topic’s overall significance through a universal closure. Conclusion doesn’t introduce new information that needs explanation. | Introduction doesn’t adequately introduce the reader to the topic or provides trivial information. Introduction doesn’t transition into claim. The response doesn’t use words and phrases to link major sections of text within and between paragraphs. Conclusion is missing or is only a restated claim. Conclusion introduces new information that needs explanation. |
| **Style** | Quotes are fluently introduced with context from the text and seamlessly integrated into the essay. Response utilizes scintillating and tone appropriate word choice. Response is consistently free of errors in grammar and mechanics. | Quotes are introduced with relevant context from the text and integrated into the essay. Utilizes academic diction and syntax that is appropriate for purpose and audience. Mostly free of errors with grammar and mechanics. | Quotes are partially introduced with relevant context from the text and/or partially integrated into the essay. Utilizes diction and syntax that is marginally appropriate for purpose and audience. Awkward sentences are occasionally distracting to the reader. Has errors in grammar and mechanics. | Quotes are not introduced with relevant context from the text and/or not integrated into the paragraph. Utilizes diction and syntax that is not appropriate for purpose and audience. Awkward sentences distract the reader and detract from the essay’s ideas. Has major or consistent errors in grammar and mechanics. |
| **Deductions** |  | | | |