

AP Literature Summer Essay Rubric

Description	5. Exceptional	4. Skilled	3. Proficient	2. Developing	1. Inadequate
Focus: The essay focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.	❑ The essay clearly focuses on a compelling topic related to the prompt that informs the reader with ideas, concepts, and information that creates a unified whole.	❑ The essay focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.	❑ The essay has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.	❑ The essay has an unclear topic with some ideas, concepts, and information.	❑ The essay has an unidentifiable topic with minimal ideas, concepts, and information.
Development: The essay presents facts, extended definitions, concrete details, quotes, and examples. The essay provides a conclusion that supports the topic and examines its implications and significance.	❑ The essay provides significant and relevant facts, extended definitions, concrete details, quotes and/or examples from both authors that thoroughly develop and explain the topic. ❑ The essay provides an engaging conclusion that supports the topic and examines its implications and significance.	❑ The essay provides relevant facts, extended definitions, concrete details, quotes, and/or examples from authors that sufficiently develop and explain the topic. The essay provides a competent conclusion that supports the topic and examines its implications and significance.	❑ The essay provides facts, extended definitions, concrete details, quotes, and/or examples (but not from both authors) that develop the topic. The essay provides a conclusion that supports the topic and examines its implications and significance.	❑ The essay provides facts, definitions, details, quotes, and/or examples that attempt to develop and explain the topic. The essay may provide a conclusion that supports the topic.	❑ The essay contains limited facts and examples related to the topic. The essay may or may not provide a conclusion.
Audience: The essay anticipates the audience's background knowledge of the topic.	❑ The essay consistently understands the audience's knowledge level and misunderstandings about the topic.	❑ For the most part, the essay anticipates the audience's knowledge level and misunderstandings about the topic.	❑ The essay considers the audience's knowledge level about the topic.	❑ The essay illustrates an inconsistent awareness of the audience's knowledge level about the topic.	❑ The essay lacks an awareness of the audience's knowledge level about the topic.
Cohesion: The essay explains the relationship between ideas and concepts. The essay includes appropriate and varied transitions and syntax.	❑ The essay strategically uses words, phrases, and clauses to link the major sections of essay. The essay explains the relationships between the topic and the examples and/or facts.	❑ The essay skillfully uses words, phrases, and clauses to link the major sections of the essay. The essay identifies the relationship between the topic and the examples and/or facts.	❑ The essay uses words, phrases, and clauses to link the major sections of the essay. The essay connects the topic and the examples and/or facts.	❑ The essay contains limited words, phrases, and clauses to link the major sections of the essay. The essay attempts to connect the topic and the examples and/or facts.	❑ The essay contains few, if any, words, phrases, and clauses to link the major sections of the essay. The essay does not connect the topic and the examples and/or facts.
Conventions: The essay demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	❑ The essay intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	❑ The essay demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	❑ The essay demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	❑ The essay demonstrates some accuracy in standard English conventions of usage and mechanics.	❑ The essay contains multiple inaccuracies in Standard English conventions of usage and mechanics.