

## AP LANGUAGE RHETORICAL ANALYSIS SCORING RUBRIC

### THESIS—1 POINT

<p><b>0 Points</b></p> <p>For any of the following:</p> <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis fails to address the rhetorical choices the writer makes</li> <li>• The intended thesis simply describes or repeats the text rather than making a claim that requires a defense.</li> </ul>	<p><b>1 Point</b></p> <p>Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.</p> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> <li>• The thesis responds to the prompt rather than restating or rephrasing the prompt <u>and</u> clearly articulates a defensible thesis about the rhetorical choices the writer makes.</li> </ul>
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### EVIDENCE AND COMMENTARY—4 POINTS

<p><b>0 Points</b></p> <p>Simply restates the thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.</p>	<p><b>1 Point</b></p> <p>Summarizes the text without reference to a thesis. OR Provides nonspecific references to the text. OR Provides references to the text that are vaguely relevant. AND Provides little or no commentary.</p>	<p><b>2 Points</b></p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.</p>	<p><b>3 Points</b></p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.</p>	<p><b>4 Points</b></p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.</p>
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### SOPHISTICATION—1 POINT

<p><b>0 Points</b></p> <p>Does not meet the criteria for 1 point.</p> <p>Reponses that do not earn this point:</p> <ul style="list-style-type: none"> <li>• Attempt to contextualize the text, but such attempts consist of predominantly sweeping generalizations.</li> <li>• Only hint or suggest other arguments.</li> <li>• Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.</li> <li>• Use complicated or complex sentences or language that are ineffective in that they do not enhance their analysis.</li> </ul>	<p><b>1 Point</b></p> <p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p> <p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ul style="list-style-type: none"> <li>• Crafting a thesis that demands nuanced consideration of textual evidence to prove—and then successfully proves it.</li> <li>• Explaining the significance or relevance of the text’s purpose within a broader context.</li> <li>• Recognizing and accounting for contradictions or complexities within a text.</li> <li>• Making effective rhetorical choices that strengthen the force and impact of the student’s argument.</li> <li>• Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.</li> </ul>
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**TOTAL: \_\_\_\_/6 Points**