**AP ENGLISH LITERATURE AND COMPOSITION**

**SCORING GUIDELINES**

**Literary Theory Essay Rubric**

* 1. These essays offer a well-focused and persuasive analysis of imaginative literature through a theoretical lens. Using apt and specific textual support, including specific examples from the text, these essays explore a debatable, meaningful idea concisely and coherently expressed in a thesis statement. Although not without flaws, these essays make a strong case for their interpretation and, using the ideologies of a specific theoretical lens, discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do essays scored an 8. (97-100%)

**7-6** These essays offer a reasonable analysis of a self-selected piece of imaginative literature through a theoretical lens. These essays explore a meaningful, debatable thesis, using satisfactory examples as well as terminology specific to one literary theory. Although these responses show insight and understanding, their analysis is less thorough, less perceptive and/or less specific in supporting detail than that of the 9-8 essays. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do essays scored a 6. (80-96%)

1. These essays respond to the assigned task with a plausible reading, but they tend to be superficial or thinly developed in analysis. They often rely upon plot summary that contains some analysis of the text through a literary lens. Although these responses attempt to support a thesis with specific, focused examples and quotes, they may demonstrate a rather simplistic understanding of a specific literary ideology, and support from the text may be too general. These essays demonstrate adequate control of language but may be marred by surface errors. They are generally not as well conceived, organized or developed as 7-6 essays. (70-79%)

**3-4** These lower-half essays fail to offer an adequate analysis a self-selected piece of imaginative literature through a theoretical lens. The analysis may be partial, unsupported or irrelevant, and the essays may reflect incomplete or oversimplified understanding of the piece as a whole, rendering an insubstantial theoretical interpretation. They may not develop a satisfactory, focused response a debatable, clear thesis, or they may rely on plot summary alone. These essays are characterized by unfocused or repetitive ideas, an absence of textual support, or an accumulation of errors; they may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing. (60-69%)

* 1. Although these essays make some attempt to respond to the prompt, they compound the

weaknesses of the papers in the 4-3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They ma be poorly written on several counts and contain distracting errors in grammar and mechanics. Remarks are presented with little clarity, organization or supporting evidence. Particularly inept, vacuous and/or incoherent essays are scored a 1. (less than 60%)