

FRQ Rubric

FREE-RESPONSE ESSAY RUBRIC/GRADE SHEET

AP ESSAY RAW SCORE: _____ AP GRADE: _____ CLASS GRADE: _____

Superior Essay "5": AP Score of 8-9

- ____ Superior thesis
- ____ Extremely well-organized essay
- ____ Addresses all areas of the prompt evenly
- ____ Excellent use of analysis to support thesis and main ideas.
- ____ Substantial use of evidence throughout
- ____ Extremely well-written essay
- ____ Generally error free (need not be perfect)

Strong Essay "4": AP Score of 6-7

- ____ Strong thesis (contains general analysis)
- ____ Well-organized essay
- ____ Addresses all areas of the prompt; may lack some balance between major areas
- ____ Some important information left out: _____
- ____ Strong analysis in most areas; needs more
- ____ Strong use of evidence; may lack balance
- ____ Well-written essay
- ____ May contain minor errors

Adequate Essay "3": AP Score of 5

- ____ Clear thesis (needs more analysis)
- ____ Thesis a bit vague or muddy
- ____ Fairly well-organized essay
- ____ Addresses all areas of the prompt but essay may lack balance.
- ____ Contains some analysis; more needed
- ____ Some major events omitted: _____
- ____ Contains some evidence; more needed
- ____ Essay deviates at times from thesis
- ____ May contain significant historical errors
- ____ Some facts are irrelevant to time period

“2” Essay: AP Score of 2-4

- Undeveloped thesis (simple thesis)
- Does not establish purpose of the essay.
- Thesis does not fully address question
- Weak organization
- Does not address one or more aspects of the question: _____
- Most major events omitted
- Lacks analysis of key issues
- Lacks evidence to support main ideas.
- Contains major historical errors
- Much information irrelevant to question.
- Essay is somewhat incomplete (too short)

“1” Essay: AP Score of 1

- No thesis or poor thesis
- Incorrect or incomplete essay
- Facts not specific, accurate & relevant.
- Poor analysis of key issues

“0” Essay: Did not do the question

- Writes on topic completely different from the prompt
- Little to no effort shown in preparation for essay

General Comments:

Thesis/intro: complex-split ___; complex-simple ___; split-simple ___; simple ___; too much info ___;

- Introduction contains vague or “wasted” sentences
- Essay contains vague statements or generalizations not supported by facts.
- Strong conclusion Weak conclusion No Conclusion
- Strong topic sentences Improve topic sentences Good linking sentences
- Don’t use “I” statements Don’t use “I,” “our,” “we,” “us,” “you,” etc.

_____ Don't connect issues to "today"; (unless asked) _____ Don't use "flowery" or colloquial style

_____ Poor spelling and grammar _____ Poor penmanship: essay difficult to read