

**Question 1: Poetry Analysis**  
**6 points**

Reporting Category	Scoring Criteria - Rubric	
<p><b>Row A Thesis (0-1 points)</b></p> <p><b>7.B</b></p>	<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><b>1 point</b></p> <p>Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis is only a generalized comment about the poem that doesn't respond to the prompt.</li> <li>• The intended thesis simply describes the poem or features of the poem rather than making a claim that requires a defense.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• The thesis takes a position on/provides a defensible interpretation in response to the prompt.</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis may be one or more sentences anywhere in the response.</li> <li>• A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

Rubric for AP English Literature and Composition Question 1: Poetry Analysis

Reporting Category	Scoring Criteria - Rubric				
<p><b>Row B Evidence AND Commentary</b></p> <p><b>(0-4 points)</b></p> <p><b>7.A</b> <b>7.C</b> <b>7.D</b> <b>7.E</b></p>	<p><b>0 points</b></p> <p>Simply restates 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 plot/text without reference to a thesis. OR Provides non-specific 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>
<b>Decision Rules and Scoring Notes</b>					
	<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Drop in textual references, devices or techniques with little or no explanation.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Contain multiple inaccuracies or instances of repetition in commentary.</li> <li>Offer only simplistic explanations that don't strengthen the argument.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>Provide commentary that is not always well-developed, limited (stops short) and may be piecemeal.</li> <li>Assume or imply a connection to the thesis that is not always explicit.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>Provide commentary that engages significant details of the text to draw conclusions.</li> <li>Integrate short excerpts throughout in order to support the student's interpretation.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> </ul>					

Reporting Category	Scoring Criteria - Rubric	
<p><b>Row C Sophistication (0-1 points)</b></p> <p>7.C 7.D 7.E</p>	<p><b>0 points</b> Does not meet the criteria for 1 point.</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.</li> <li>• Only hint or suggest other possible interpretations.</li> <li>• Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation.</li> <li>• Oversimplify complexities in the poem.</li> <li>• Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.</li> </ul>	<p><b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b></p> <ol style="list-style-type: none"> <li>1. Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.</li> <li>2. Explaining the significance or relevance of an interpretation within a broader context.</li> <li>3. Discussing alternative interpretations of a text</li> <li>4. Recognizing and accounting for contradictions and complexities within the text.</li> <li>5. Using relevant analogies to help an audience better understand an interpretation.</li> <li>6. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.</li> </ol>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference.</li> </ul>		

**Question 2: Prose Fiction Analysis**  
**6 points**

Reporting Category	Scoring Criteria - Rubric	
<p><b>Row A</b>  <b>Thesis</b>  <b>(0-1 points)</b></p> <p><b>7.B</b></p>	<p><b>0 points</b>                      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><b>1 point</b>                      Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis is only a generalized comment about the text that doesn't respond to the prompt.</li> <li>• The intended thesis simply describes the text or features of the text rather than making a claim that requires a defense.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• There is a clear thesis that takes a position on/provides a defensible interpretation in response to the prompt.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis may be one or more sentences anywhere in the response</li> <li>• A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>		

Rubric for AP English Literature and Composition Question 2: Prose Fiction Analysis

Reporting Category	Scoring Criteria - Rubric				
<b>Row B Evidence AND Commentary</b>  <b>(0-4 points)</b>  <b>7.A</b> <b>7.C</b> <b>7.D</b> <b>7.E</b>	<b>0 points</b>  Simply restates thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	<b>1 point</b>  Summarizes the plot/text without reference to a thesis. OR Provides non-specific references to the text. OR Provides references to the text that are vaguely relevant.  AND  Provides little or no commentary.	<b>2 points</b>  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.	<b>3 points</b>  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.	<b>4 points</b>  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.
	<b>Decision Rules and Scoring Notes</b>				
	<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<b>Typical responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Drop in textual references, devices or techniques into the response with little or no explanation.</li> </ul>	<b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Contain multiple inaccuracies or instances of repetition in commentary.</li> <li>Offer only simplistic explanations that don't strengthen the argument.</li> </ul>	<b>Typical responses that earn 3 points:</b> <ul style="list-style-type: none"> <li>Provide commentary that is not always well-developed, limited (stops short), and may be piecemeal.</li> <li>Assume or imply a connection to the thesis that is not always explicit.</li> </ul>	<b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Provide commentary that engages significant details of the text to draw conclusions.</li> <li>Integrate short excerpts throughout in order to support the student's interpretation.</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> </ul>				

Rubric for AP English Literature and Composition Question 2: Prose Fiction Analysis

Reporting Category	Scoring Criteria - Rubric	
<p><b>Row C Sophistication (0-1 points)</b></p>	<p><b>0 points</b> Does not meet the criteria for 1 point.</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
<p>7.C 7.D 7.E</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.</li> <li>• Only hint or suggest other possible interpretations.</li> <li>• Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation.</li> <li>• Oversimplify complexities in the passage.</li> <li>• Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.</li> </ul>	<p><b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b></p> <ol style="list-style-type: none"> <li>1. Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.</li> <li>2. Explaining the significance or relevance of an interpretation within a broader context.</li> <li>3. Discussing alternative interpretations of a text.</li> <li>4. Recognizing and accounting for contradictions and complexities within the text.</li> <li>5. Using relevant analogies to help an audience better understand an interpretation.</li> <li>6. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.</li> </ol>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference.</li> </ul>	

**Question 3: Literary Argument**  
**6 points**

Reporting Category	Scoring Criteria - Rubric	
<p><b>Row A Thesis (0-1 points)</b></p> <p><b>7.B</b></p>	<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 thesis.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul>	<p><b>1 point</b></p> <p>Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis is only a generalized comment about the chosen work that doesn't respond to the prompt.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• The thesis takes a position on/provides a defensible interpretation in response to the prompt.</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis may be one or more sentences anywhere in the response</li> <li>• A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>	

Rubric for AP English Literature and Composition Question 3: Literary Argument

Reporting Category	Scoring Criteria - Rubric				
<p><b>Row B Evidence AND Commentary</b></p> <p><b>(0-4 points)</b></p> <p><b>7.A</b></p> <p><b>7.C</b></p> <p><b>7.D</b></p> <p><b>7.E</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present). OR</p> <p>Repeats provided information. OR</p> <p>Provides examples that are generally irrelevant and/or incoherent.</p>	<p><b>1 point</b></p> <p>Summarizes the plot/text without reference to a thesis. OR</p> <p>Provides non-specific references to the text. OR</p> <p>Provides references to the text that are vaguely relevant.</p> <p>AND</p> <p>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.</p> <p>AND</p> <p>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.</p> <p>AND</p> <p>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.</p> <p>AND</p> <p>Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis. The response must address an interpretation about the work as a whole.</p>
<b>Decision Rules and Scoring Notes</b>					
	<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>• Are incoherent or do not address the prompt.</li> <li>• May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Drop in textual references (including plot summary, paraphrase, or quotes) into the response with little or no explanation.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Contain multiple inaccuracies or instances of repetition in commentary.</li> <li>• Offer only simplistic explanations that don't strengthen the argument.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>• Provide commentary that is not always well-developed, limited (stops short) and may be piecemeal.</li> <li>• Assume or imply a connection to the thesis that is not always explicit.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Integrate specific and relevant textual references throughout in order to support the student's interpretation.</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>• The response must address the work as a whole to achieve a level of four points.</li> </ul>				



Rubric for AP English Literature and Composition Question 3: Literary Argument

Reporting Category	Scoring Criteria - Rubric	
<p><b>Row C Sophistication (0-1 points)</b></p> <p>7.C 7.D 7.E</p>	<p><b>0 points</b> Does not meet the criteria for 1 point.</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.</li> <li>• Only hint or suggest other possible interpretations.</li> <li>• Make a single statement about how consideration of the topic relates to a possible meaning of the chosen work as a whole without consistently maintaining that interpretation.</li> <li>• Oversimplify complexities of the topic and/or the chosen text.</li> <li>• Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.</li> </ul>	<p><b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b></p> <ol style="list-style-type: none"> <li>1. Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.</li> <li>2. Explaining the significance or relevance of an interpretation within a broader context.</li> <li>3. Discussing alternative interpretations of a text.</li> <li>4. Recognizing and accounting for contradictions and complexities within the text.</li> <li>5. Using relevant analogies to help an audience better understand an interpretation.</li> <li>6. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.</li> </ol>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference.</li> </ul>		