

FRQ/DBQ ESSAY RUBRIC GRADE SHEET

MAKE SURE TO OUTLINE YOUR ESSAY ON BACK OF THIS SHEET

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|----------------------------------|---------------------------|
| AP ESSAY RAW SCORE: (0-9) | CLASS GRADE: (1-5) |
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|---|---|
| <p><u>Superior Essay "5": AP Score of 8-9</u></p> <p><input type="checkbox"/> Superior thesis</p> <p><input type="checkbox"/> Excellent use of documents (at least two more than half)</p> <p><input type="checkbox"/> Excellent use of outside information</p> <p><input type="checkbox"/> Excellent analysis of key issues</p> <p><input type="checkbox"/> Excellent use of concrete facts</p> <p><input type="checkbox"/> Extremely well-organized essay</p> <p><input type="checkbox"/> Addresses <u>all</u> areas of the prompt</p> <p><input type="checkbox"/> Extremely well-written essay</p> | <p><u>Strong Essay "4": AP Score of 6-7</u></p> <p><input type="checkbox"/> Strong thesis (contains general analysis)</p> <p><input type="checkbox"/> Good use of documents (at least 1 more than half)</p> <p><input type="checkbox"/> Good use of outside info. (needs more)</p> <p><input type="checkbox"/> Good analysis of key issues (needs more)</p> <p><input type="checkbox"/> Well-organized essay</p> <p><input type="checkbox"/> Addresses <u>all</u> areas of the prompt; may lack some balance between major areas</p> <p><input type="checkbox"/> Well-written essay</p> |
| <p><u>Adequate Essay "3": AP Score of 5</u></p> <p><input type="checkbox"/> Clear thesis - needs general analysis</p> <p><input type="checkbox"/> Adequate use of documents</p> <p><input type="checkbox"/> Fairly well-organized essay</p> <p><input type="checkbox"/> Addresses all areas of the prompt but essay may lack balance.</p> <p><input type="checkbox"/> Includes some outside information (but clearly needs more)</p> <p><input type="checkbox"/> Needs more analysis of key issues</p> <p><input type="checkbox"/> Contains some evidence; more needed</p> <p><input type="checkbox"/> May contain some historical errors</p> <p><input type="checkbox"/> Contains facts irrelevant to the time period</p> | <p><u>"2" Essay: AP Score of 2-4</u></p> <p><input type="checkbox"/> Undeveloped thesis (simple thesis)</p> <p><input type="checkbox"/> Thesis does not fully address question</p> <p><input type="checkbox"/> Poor use of documents</p> <p><input type="checkbox"/> Documents <i>control</i> the essay</p> <p><input type="checkbox"/> Weak organization</p> <p><input type="checkbox"/> Lacks outside information</p> <p><input type="checkbox"/> Essay does not address one or more aspects of the question: _____</p> <p><input type="checkbox"/> Lacks analysis of key issues</p> <p><input type="checkbox"/> Lacks evidence to support main ideas.</p> <p><input type="checkbox"/> Contains major historical errors</p> <p><input type="checkbox"/> Much irrelevant information to time period</p> |
| <p><u>"1" Essay: AP Score of 1</u></p> <p><input type="checkbox"/> No documents used <input type="checkbox"/> No thesis</p> <p><input type="checkbox"/> Facts not specific, accurate & relevant.</p> <p><input type="checkbox"/> Poor or no analysis of key issues</p> | <p><u>"0" Essay: Did not do the question</u></p> |

General Comments:

- Thesis/intro: complex-split ___; complex-simple ___; split-simple ___; simple ___; too much info ___
- Contains vague statements or generalizations not supported by facts.
- Cite all documents Use more documents Document quotes are too long
- Document(s) misused: # _____ Laundry list Don't explain documents
- Strong conclusion Weak conclusion No conclusion
- Strong topic sentences Weak topic sentences Strong linking sentences
- Don't use "I," "you," "our," "us," "we" Don't connect issues to "today" (unless asked)
- Poor spelling and grammar Poor penmanship: essay difficult to read

CORRECTED BY: