

AP US History Essay Grading Rubric

AP Essays are scored on a 0-9 scale. The following rubric is used in grading AP Essays.

The 8-9 essay:

- € Contains a well-developed **thesis** that clearly addresses the nature of the question
- € Presents an effective **analysis** of both sides of the item in question; treatment may be uneven (the better essays try to devote about equal coverage to both sides)
- € Supports thesis with substantial and relevant **information**
- € Is clearly organized and well **written**
- € May contain minor **errors**
- € In a DBQ question, a substantial number of **documents** are used
- € In a DBQ question, significant **outside information** is also included in the response

The 5-7 essay:

- € Contains a **thesis** which addresses the topic of the question (limited development)
- € Has limited **analysis** and exhibits limited understanding of complexity
- € Is mostly descriptive
- € Deals with only one aspect of the question in some depth or deals with both aspects in a more general way
- € Supports thesis with some **information**
- € Shows evidence of acceptable organization and **writing**; language errors do not interfere with comprehension
- € May contain factual **errors** that do not seriously detract from the quality or argument of the essay
- € In a DBQ question, some **documents** are used effectively
- € In a DBQ question, supports thesis with some **outside information**

The 2-4 essay:

- € Presents a limited, confused and/or poorly developed **thesis**
- € Contains little or no **analysis** and is mostly descriptive
- € Deals with one aspect of the question in a general way or both aspect in a superficial way; simplistic explanation
- € Has minimal or irrelevant supporting **information**
- € Confusing organization and **writing**; organization and language errors interfere with comprehension
- € May contain major factual or interpretive **errors**
- € In a DBQ question, quotes or briefly cites **documents**
- € In a DBQ question, contains little **outside information**, or information that is generally comprehension

The 0-1 essay:

- € Contains no **thesis**, or a thesis which does not address the question
- € Exhibits inadequate or inaccurate understanding of the question (**analysis** is absent)
- € Contains no supporting **information**, or only irrelevant information
- € Is so poorly organized or **written** that it inhibits understanding
- € May simply paraphrase or restate the question
- € Contains numerous **errors**, both major and minor
- € In a DBQ question, exhibits little or no understanding of **documents**, or ignores them completely
- € In a DBQ question, offers inappropriate or no **outside information**

Essay (DBQ or FRO) Submission Checklist

My introduction **provides background information** in the context of the question.

My thesis statement **directly answers** the question.

My thesis statement is **not simply a restatement** of the question.

My thesis provides a **specific outline of the topics** to be explored in the essay.

When moving from one topic to another, I have **used appropriate transitional phrases**.

I have appropriately use **verb tense** and **subject-verb agreement** in my essay.

I have demonstrated an **understanding of the complexity** of each topic listed in the thesis.

I have used **extensive information** or **conducted outside research** on each topic listed in the thesis.

I have used an **appropriate number of documents** to support claims made in the thesis.

When citing my document, I use **brief direct quotes** which **support the claim** I have already made.

When citing my document, I **state the source** (for example, 'Thomas Jefferson stated in *Notes on the State of Virginia* that...') and then **quote the document in parentheses** (Document A).

I have used **outside evidence to support each claim** made in my essay.

I have added a conclusion which **restates the thesis** by summarizing the main points of the essay.

Grading Policy

9	100%
8	92%
7	86%
6	82%
5	76%
4	72%
3	66%
2	62%
1	56%
0	0%

Comments:

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