

**AP English Literature and Composition
SCORING RUBRIC
FREE-RESPONSE QUESTION 1 (paired poetry analysis)**

Standards	
<p>ELAGS1a. Cite strong and thorough textual evidence support an analysis of the text, including applicable primary or secondary sources, and determining explicit and implicit meanings, such as inferences drawn from the text and where matters are uncertain. (GSER1)</p> <p>ELAGS1b. Determine the central ideas of the text. (GSER2)</p> <p>ELAGS1c. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (GSER3)</p> <p>ELAGS1d. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone of a text or texts, including words with multiple meanings or language that is particularly effective for a desired purpose. (GSER4)</p> <p>ELAGS1e. Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (GSER5)</p> <p>ELAGS2b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (GSEW2)</p> <p>ELAGS6a&b. Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing. (GSEL1)</p> <p>ELAGS6f. Accurately use general academic and domain-specific words and phrases, sufficient for reading and writing at the college- and career-readiness level. (GSEL6)</p>	
9-8 (95/90)	<ul style="list-style-type: none"> • Interpretation is perceptive, and essay convincingly conveys understanding of poems’ similarities and differences, including clearly articulated complex thematic meaning. • Analysis of varied literary devices and techniques is persuasive and thoroughly developed. • Textual references are apt, specific, and abundant to compellingly support ideas. • Writing reveals consistent and effective control of elements of composition. • Writing is mature and sophisticated, and language is precise.
7-6 (85/80)	<ul style="list-style-type: none"> • Interpretation is reasonable, and essay proficiently expresses comprehension of poems’ similarities and differences, including clear thematic meaning. • Analysis of literary devices and techniques is effective and appropriately developed. • Textual references are relevant, direct, and accurate to clearly support ideas. • Writing demonstrates proficient control of elements of composition. • Writing shows ability to communicate ideas clearly, and language is proficient.
5 (70)	<ul style="list-style-type: none"> • Interpretation is plausible, and essay attempts to expresses some recognition of poems’ similarities and differences, including simplistic thematic meaning. • Analysis of literary devices and techniques tends to be superficial (and may be implicit rather than explicit) but includes adequate development. • Textual references may be vague or include paraphrase and summary to minimally support ideas. • Writing displays adequate control of elements of composition but may be formulaic or reveal lapses in logic or development. • Writing shows ability to state ideas competently, and language is comprehensible.
4-3 (60/50)	<ul style="list-style-type: none"> • Interpretation is inadequate and may be unfocused, and essay may oversimplify the comparison and contrast of poems, including shallow thematic meaning. • Analysis of literary devices and techniques may be partial, unconvincing, inaccurate, or irrelevant due to inadequate development. • Textual references may be slight or misconstrued or may rely on paraphrase and summary to insufficiently support ideas. • Writing often demonstrates lack of control of elements of composition. • Writing reveals difficulty in expressing ideas clearly, and language may be imprecise.
2-1 (40/30)	<ul style="list-style-type: none"> • Interpretation often reveals misunderstanding of one or both poems, and essay conveys little awareness of the comparison and contrast of the poem or thematic meaning. • Analysis of literary devices and techniques may be attempted, but essay is frequently unacceptably brief. • Textual references are irrelevant or non-existent. • Writing reveals lack of control of elements of composition and may contain distracting errors. • Essays lack clarity, and language may be vague.

TEACHER COMMENTARY: