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| **Score** | **Description** |
| **9** | Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their analysis or impressive in their control of language. |
| **8**  **Effective** | **High Score (8-9)**  High-scoring essays thoroughly address all the tasks of the essay prompt in well-organized responses. The writing demonstrates stylistic sophistication and control over the elements of effective writing, although it is not necessarily faultless. Overall, high-scoring essays present thoroughly developed, intelligent ideas; sound and logical organization; strong evidence; and articulate diction.  Rhetorical analysis essays demonstrate significant understanding of the passage, its intent, and the rhetorical strategies the author employs. |
| **7** | Essays earning a score of 7 fit the description of essays that are scored a 6 but are distinguished by more complete or more purposeful analysis or a more mature prose style. |
| **6**  **Adequate** | **Medium-High Score (6-7)**  Medium-high scoring essays complete the tasks of the essay topic well - they show some insight but usually with less precision and clarity than high-scoring essays. There may be lapses in correct diction or sophisticated language, but the essay is generally well written.  Rhetorical analysis essays demonstrate sufficient examination of the author's point and the rhetorical strategies he uses to enhance the central idea. |
| **5** | **Medium Score (5)**  Essays that earn a medium score complete the essay task, but with no special insights; the analysis lacks depth and merely states the obvious. Frequently, the ideas are predictable and the paragraph development weak. Although the writing conveys the writer's ideas, they are presented simplistically and often contain lapses in diction or syntax.  Rhetorical analysis essays demonstrate uneven or insufficient understanding of how rhetorical strategies create an author's point. Often, the writer merely lists what he or she observes in the passage instead of analyzing effect. |
| **4**  **Inadequate** | **Medium-Low Score (3-4)**  These essays are weaker than the 5 score because the writer overlooks or perhaps misreads important ideas in the passage. The student may **summarize** the passage's ideas instead of analyzing them. Although the writer's ideas are generally understandable, the control of language is often immature.  Rhetorical analysis essays demonstrate little discussion of rhetorical strategies or incorrect identification and/or analysis of those strategies. |
| **3** | Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less understanding of the passage or less control of writing. |
| **2**  **Little Success** | **Low Score (1-2)**  These essays demonstrate minimal understanding of the topic or the passage. Perhaps unfinished, these essays offer no analysis of the passage and little or no evidence for the student's ideas. Incorrect assertions may be made about the passage. Stylistically, these essays may show consistent grammatical problems, and sentence structure is usually simple and unimaginative.  Rhetorical analysis essays demonstrate little ability to identify or analyze rhetorical strategies. Sometimes these essays misread the prompt and replace it with easier tasks, such as paraphrasing the passage or listing some strategies the author uses. |
| **1** | Essays earning a score of 1 meet the criteria for the score of 2 but are especially simplistic or weak in their control of writing or do not cite even one source. |
| **0** | Essays earning a score of zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt. |

EB White’s “Once More to the Lake” Name:

*In a well written essay, analyze how White’s use of details creates the tone. Remember to use AEC (Assertion, Evidence, and Commentary).*

**AP Rhetorical Analysis Rubric**