

Name:		Date:		Pd:		
AP Language and Composition Argument Rubric – NEW Anderson and Phillips 2019						
Thesis (0-1 point)						
0 Points For any of the following: -There is NO defensible thesis . -The intended thesis only restates the prompt. -The intended thesis provides a summary of the issue with NO apparent or coherent claim . -There is a thesis, but it does NOT respond to the prompt .			Additional Notes on Scoring: -Only restates the prompt. - Does NOT take a position , or the position is vague OR must be inferred . - States an obvious fact rather than making a claim that requires a defense			
1 point Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices			-Respond to the prompt rather than restate or rephrase the prompt, and the thesis clearly takes a position rather than just stating that there are pros/cons.			
Evidence and Commentary (0-4 points)						
0 Points -Simply restates thesis (if present), - Repeats provided information, OR -Offers information irrelevant to the prompt			Additional Notes on Scoring: -Is incoherent or does NOT address the prompt . -May be just opinion with NO evidence OR evidence that is irrelevant .			
1 point EVIDENCE: Provides evidence that is mostly general . AND COMMENTARY: Summarizes the evidence but does NOT explain how the evidence supports the argument.			-Tends to focus on summary of evidence rather than specific details.			
2 points EVIDENCE: Provides some specific relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, BUT no line of reasoning is established, OR the line of reasoning is faulty.			-Consists of a MIX of specific evidence AND broad generalities . -May contain SOME simplistic, inaccurate, or repetitive explanations that doesn't strengthen the argument. -May make ONE point well, but either does NOT make multiple supporting claims or does NOT adequately support more than one claim.			
3 points EVIDENCE: Provides specific evidence to support ALL claims in a line of reasoning. AND COMMENTARY: Explains how SOME of the evidence supports a line of reasoning .			- Uniformly offer evidence to support claims. - Focuses on the importance of specific details to build an argument. - Organizes an argument as a line of reasoning composed of multiple supporting claims . -Commentary MAY FAIL to integrate some evidence OR FAIL to support a key claim.			
4 points EVIDENCE: Provides specific evidence to support ALL claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning .			- Uniformly offers evidence to support claims. - Focuses on the importance of specific details to build an argument. - Organizes and support an argument as a line of reasoning composed of multiple supporting claims, EACH with adequate evidence that is clearly explained .			
Sophistication (0-1 point)						
0 points -Does not meet the criteria for 1 point			Additional Notes on Scoring: - Attempts to contextualize their argument, but such attempts consist predominantly of sweeping generalizations . - Only hints at OR suggests other arguments. -Uses complicated or complex sentences or language that are ineffective because they do not enhance the argument.			
1 point -Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation			Responses that earn this point may demonstrate any of the following: -Crafting a nuanced argument by consistently identifying and exploring complexities or tensions . -Articulating the implications OR limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context . -Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument. -Employing a style that is consistently vivid and persuasive throughout the student's response.			
Score	6 = 98 Superb-Excellent	5 = 88 Excellent-Very Good	4 = 78 Good-Adequate	3 = 68 Adequate-Developing	2 = 60 Developing-Poor	1 = 55 Poor