

	0	1	2	3	4
Thesis	There is no defensible thesis. OR The intended thesis only restates the prompt. OR The intended thesis only summarizes the issue with no obvious or clear claim. OR The thesis does not respond to the prompt.	Student responds to the prompt with a defensible thesis.	<p>AP Lang Argument RUBRIC</p>		
Evidence and Commentary	Student simply restates the thesis (if there is one), repeats information already provided, OR provides examples that are irrelevant.	<p>EVIDENCE Student provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY Student summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>EVIDENCE Student provides <i>some</i> specific, relevant evidence.</p> <p>AND</p> <p>COMMENTARY Student 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.</p>	<p>EVIDENCE Student provides <i>specific</i> evidence to support <i>all claims</i> in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY Student explains how some of the evidence supports a line of reasoning.</p>	<p>EVIDENCE Student provides <i>specific</i> evidence to support <i>all claims</i> in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY Student <i>consistently</i> explains how the evidence supports a line of reasoning.</p> <p>***This point cannot be awarded to an essay with significant and distracting grammatical or mechanical errors.</p>
Sophistication	<p>Student may make sweeping generalizations in an attempt to provide context.</p> <p>Student may only hint at or suggest other arguments but does not explore them.</p> <p>Student's <i>attempt</i> at writing in a mature style may do more harm than good</p>	Student demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.	<p>← Student may do any of the following to earn a score point of 1 for sophistication:</p> <ol style="list-style-type: none"> 1. Craft a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. 2. Give context to the argument (either the student's argument or arguments conveyed in the sources) and explain it/their implications (applications) or limitations. 3. Make effective rhetorical choices that consistently strengthen the force and impact of the student's argument. 4. Use a prose style that is consistently vivid and persuasive. 		