|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5** | **4** | **3** | **2** | **1** |
| **Task completion:****Treatment of topic** | **Effective** treatment of topic within the context of the task | **Generally effective** treatment of topic within the context of the task | **Suitable** treatment of topic within the context of the task | **Unsuitable** treatment of topic within the context of the task | **Almost no** treatment of topic within the context of the task |
| **Task completion: Comprehension of texts** | Demonstrates a **high degree of comprehension** of the sources’ viewpoints, with very few minor inaccuracies | Demonstrates **comprehension** of the sources’ viewpoints; may include a few inaccuracies | Demonstrates a **moderate degree of comprehension** of the sources’ viewpoints;includes some inaccuracies | Demonstrates a **low degree of comprehension** of the sources’ viewpoints;information may be limited or inaccurate | Demonstrates **poor comprehension** of the sources’ viewpoints; includes frequentand significant inaccuracies |
| **Task completion:****Organization & Transition words** | **Organized** essay; **effective use** of transitional elements or cohesive devices | **Organized** essay; **some effective use** of transitional elements or cohesive devices | **Some organization**; **limited use**of transitional elements or cohesive devices | **Limited organization**; **ineffective use** of transitional elements or cohesive devices | **Little or no organization**; **absence** of transitional elements and cohesive devices |
| **Use of texts:****Integration of sources** | **Integrates** content from **all three sources** in support of the essay | **Summarizes**, with **limited integration**, content from **all three sources** in support of the essay | **Summarizes** content from at least **two sources** in support of the essay | **Summarizes** content from **one or two sources**; may not support the essay | Mostly **repeats** statements from sources **or may not refer to any sources** |
| **Use of texts:****Defending thinking with evidence** | **Presents and defends** the student’s own viewpoint on the topic with a **high degree****of clarity**; develops a persuasive argument with **coherence and detail** | **Presents and defends** the student’s own viewpoint on the topic with **clarity**;develops a persuasive argument with **coherence** | **Presents and defends** the student’s own viewpoint on the topic; develops a**somewhat persuasive** argument with **some coherence** | **Presents**, or at least suggests, the student’s own viewpoint on the topic; develops an**unpersuasive** argument **somewhat incoherently** | **Minimally suggests** the student’s own viewpoint on the topic; argument is**undeveloped or incoherent** |
| **Language Control:****Comprehensibility** | **Fully understandable**, with ease and clarity of expression; **occasional errors** do not impede comprehensibility | **Fully understandable**, with **some errors** which do not impede comprehensibility | **Generally understandable**, with **errors** that may impede comprehensibility | **Partially understandable**, with **errors** that force interpretation and **cause confusion** for the reader | **Barely understandable**, with **frequent or significant errors** that impede comprehensibility |
| **Language Control:****Vocabulary, *Spelling and Punctuation*** | **Varied and appropriate** vocabulary and idiomatic language | **Varied and generally appropriate** vocabulary and idiomatic language | **Appropriate but basic** vocabulary and idiomatic language | **Limited** vocabulary and idiomatic language | **Very few** vocabulary resources |
| **Language Control:****Grammar, Syntax, Usage** | **Accuracy and variety** in grammar, syntax, and usage, with few errors | **General control** of grammar, syntax, and usage | **Some control** of grammar, syntax, and usage | **Limited control** of grammar, syntax, and usage | **Little or no control** of grammar, syntax, and usage |
| **Language Control:****Sentence structure (Simple, compound, complex)** | Develops **paragraph-length** discourse with a **variety of simple and compound** sentences, and **some complex** sentences | Develops **mostly paragraph-length** discourse with simple, compound and a **few complex** sentences | Uses strings of **mostly simple** sentences, with a **few compound** sentences | Uses strings of **simple sentences** and phrases | **Very simple** sentences or fragments |



**AP Presentational Writing Rubric**

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