

Scoring Rubric for Question 1: Synthesis Essay (6 points)

| Reporting Category | Scoring Criteria | | | | |
|--|---|--|---|---|--|
| <p>Row A Thesis (0-1 points)</p> <p>4.B</p> | <p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> 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. | | | <p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p> | |
| <p>Row B Evidence AND Commentary (0-4 points)</p> <p>2.A 4.A 6.A 6.B 6.C</p> | <p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p> | <p>1 point</p> <p>EVIDENCE: Provides evidence from or references at least two of the provided sources.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p> | <p>2 points</p> <p>EVIDENCE: Provides evidence from or references at least three of the provided sources.</p> <p>AND</p> <p>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.</p> | <p>3 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> | <p>4 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> |
| <p>Row C Sophistication (0-1 points)</p> <p>2.A 4.C 6.B 8.A 8.B 8.C</p> | <p>0 points</p> <p>Does not meet the criteria for one point.</p> | <p>1 point</p> <p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p> <p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. Articulating the implications or limitations of an argument (either the student’s argument or arguments conveyed in the sources) by situating it within a broader context. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument throughout the response. Employing a style that is consistently vivid and persuasive. <p><i>This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference.</i></p> | | | |

Scoring Rubric for Question 2: Rhetorical Analysis (6 points)

| Reporting Category | Scoring Criteria | | | | |
|---|--|--|---|---|--|
| Row A Thesis (0-1 points) 1.A 4.B | 0 points For any of the following: <ul style="list-style-type: none"> 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. | | | 1 point Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices. | |
| Row B Evidence AND Commentary (0-4 points) 1.A 2.A 4.A 6.A 6.B 6.C | 0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt. | 1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument. | 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. | 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. AND Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message. | 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. AND Explains how multiple rhetorical choices in the passage contribute to the writer’s argument, purpose, or message. |
| Row C Sophistication (0-1 points) 2.A 4.C 6.B 8.A 8.B 8.C | 0 points Does not meet the criteria for one point. | 1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation. Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation). Explaining a purpose or function of the passage’s complexities or tensions. Employing a style that is consistently vivid and persuasive. <p><i>This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference.</i></p> | | | |

Scoring Rubric for Question 3: Argument Essay (6 points)

| Reporting Category | Scoring Criteria | | | | |
|--|---|--|--|---|--|
| <p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p> <p>4.B</p> | <p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> 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. | | | <p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p> | |
| <p>Row B</p> <p>Evidence</p> <p>AND</p> <p>Commentary</p> <p>(0-4 points)</p> <p>2.A</p> <p>4.A</p> <p>6.A</p> <p>6.B</p> <p>6.C</p> | <p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p> | <p>1 point</p> <p>EVIDENCE:</p> <p>Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY:</p> <p>Summarizes the evidence but does not explain how the evidence supports the argument.</p> | <p>2 points</p> <p>EVIDENCE:</p> <p>Provides some specific relevant evidence.</p> <p>AND</p> <p>COMMENTARY:</p> <p>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>3 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY:</p> <p>Explains how some of the evidence supports a line of reasoning.</p> | <p>4 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY:</p> <p>Consistently explains how the evidence supports a line of reasoning.</p> |
| <p>Row C</p> <p>Sophistication</p> <p>(0-1 points)</p> <p>2.A</p> <p>4.C</p> <p>6.B</p> <p>8.A</p> <p>8.B</p> <p>8.C</p> | <p>0 points</p> <p>Does not meet the criteria for one point.</p> | <p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p> <p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> 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. <p><i>This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference.</i></p> | | | |