

2024



AP[®] English Literature and Composition

Sample Student Responses and Scoring Commentary Set 1

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Free-Response Question 3

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Question 3: Literary Argument

6 points

Many works of literature feature a character who may be reluctant to make a decision, unable to make a decision, or is resistant to doing so. This indecision can have broader implications for that character or other characters. Such implications may include changes to a character’s relationships, social and/or financial stability, well-being, or any other aspects of the character’s existence.

Either from your own reading or from the list below, choose a work of fiction in which a character delays or avoids making a decision. Then, in a well-written essay, analyze how the impact of this indecision contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Provide evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
Row A Thesis (0–1 points)	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 thesis that presents a defensible interpretation of the selected work.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> • Only restate the prompt. • Make a generalized comment about the selected work that doesn't respond to the prompt. 		Responses that earn this point: <ul style="list-style-type: none"> • Provide a defensible interpretation of the impact of a character's indecision. OR <ul style="list-style-type: none"> • Make a claim about how the impact of a character's indecision contributes to an interpretation of the work as a whole.
Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> • <i>"Decisions are often hard to make. In literature, some characters can't or won't make a decision, and this affects them or the people around them."</i> Do not respond to the prompt but make a generalized comment about the selected work <ul style="list-style-type: none"> • <i>"Characters often make mistakes in literature. Victor Frankenstein allows himself to get swept up in misguided ideas."</i> • <i>"Delaying a decision is often easier than confronting a problem. Many works of literature involve characters who have difficult decisions to make."</i> • <i>"Many of the decisions made in <u>Madame Bovary</u> are made out of boredom."</i> 		Examples that earn this point: Provides a defensible interpretation <ul style="list-style-type: none"> • <i>"Hamlet's prideful inability to decide whether or how to enact revenge on his uncle results in his own downfall."</i> • <i>"In <u>The Catcher in the Rye</u>, Holden is frequently indecisive about what he wants from his life. This indecision serves to advance his characterization as an innocent person in a world full of what he calls 'phonies.'"</i> • <i>"In <u>Wuthering Heights</u>, the conflict between Heathcliff's love for Catherine and his own pride render him unable to either move on from her or confess his love. His indecision haunts him both figuratively and literally, and Catherine's ghost acts as a constant reminder of his failure."</i>
Additional Notes: <ul style="list-style-type: none"> • The thesis may be more than one sentence, provided the sentences are in close proximity. • The thesis may be anywhere within the response. • A thesis that offers a defensible claim about the impact of a character's indecision in the selected work may earn the point; any reasonable student interpretation of "indecision" is acceptable. • For a thesis to be defensible, the selected work must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. • The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. • A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0–4 points)</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: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides some specific, relevant evidence.</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 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 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>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a selected work rather than specific details. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. • May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected work to build an interpretation. • Organize 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. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details from the selected work to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. • To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). • Only hint at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the text could be said to...</i>”). • Oversimplify complexities of the topic and/or the selected work. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 	Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the text. 4. Employing a style that is consistently vivid and persuasive.
Additional Notes: <ul style="list-style-type: none"> • 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. 		

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Begin your response to each question at the top of a new page. Do not skip lines.

In Cruz's Anna in the Tropics, the workers at a Cuban cigar factory in Tampa, Florida wrestle with ~~them~~ the overwhelming decision of whether to maintain their cultural traditions or modernize the factory and risk losing the unique aspects of their heritage. Santiago is the owner of the factory, and his resistance to making a decision regarding whether or not to modernize ~~the~~ his cigar factory causes strife with many of those around him, but eventually leads several characters to reevaluate their relationships for the better. Through this, Cruz explores the idea that it is our cultural heritage ~~with~~ that most significantly impacts our unique interpretations of the American Dream.

Throughout the play, Cheché - Santiago's American half brother - serves as a spark point for contention in the factory as to whether or not to modernize. From the first scene of the play, it is clear that Cheché is much more focused on profit than ~~am~~ Santiago, as Cheché insists that if Santiago loses his bet on the cockfight, Cheché should get additional shares in the factory, even as Santiago is just trying to have some lighthearted fun. This initial difference between the two and Cheché's focus on money combine to illustrate Cheché is not only a foil to Santiago's indecisiveness, but also a symbol of the ~~aggressive~~ unrelentingly aggressive nature of American capitalism. In the ~~same~~ days following the cockfight, Cheché becomes increasingly resistant to the new lector Juan Julian, who has just arrived from Cuba. Cheché insists that a lector is a waste of money, but ~~but~~ ~~but~~ ~~but~~ ~~but~~ Santiago's wife Ofelia ~~insists that~~ asserts that Juan Julian

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will stay and we calls Cheché by his American name, Chester. This is the first time that the decision all over steps toward modernization leads to conflict in the factory, and Ofelia referring to Cheché as "Chester" serves to convey once again his symbol as being more American than Cuban and differentiates him based on his cultural heritage. As the decision of whether to modernize continues to get drawn out as Santiago finds it difficult to put his foot down and make a decision, tensions continue to rise in the factory. The growing tension comes to a head when Cheché ~~comes~~ bursts into the factory while Juan Julian is reading to the workers and shoots Juan Julian, killing him. This ~~with~~ grotesque act of violence by Cheché suggests a symbolic attack on traditional values by American industry, with Cheché - the American capitalist - shooting Juan Julian - the Cuban lector who served as a direct tie to the culture the factory grew out of. This act of violence - and all the tension leading up to it illustrates the failure of Santiago, as if he had made a decision and been firm with Cheché earlier in the play, there may have been a chance for cohabitation of the differing cultural and economic views.

Despite the violent results of Santiago's ~~inability~~ to make resistance to make a decision and be firm with Cheché, the events do lead to an opposite effect on various other characters in the play, with the bonds of some growing stronger as a result of the intense turmoil. In particular, ~~the~~ the relationship of Pulmon and Conchita had seemed to be on the rocks, with Juan Julian ~~and~~ Conchita cheating on her husband with Juan Julian.

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

In fact, when the factory holds a vote as to whether they should keep Juan Julian or remove the lector to save money, Palomo is the only worker in the factory to vote with Concepción that Juan Julian should be fired. This break with not only Concepción but also his entire cultural heritage for Palomo illustrates the destructive results of the decision over whether to modernize. However, it also provides a basis on which Palomo and Concepción are able to rebuild their relationship, as they weather the storm and become closer ~~in~~ because of it. After Juan Julian's murder, Palomo is tasked with ~~reading the final passage~~ finishing the section of Anna Karenina from which Juan Julian had been reading. ~~and the~~ Palomo reads aloud about the importance of choosing to react to difficult relationships in a measured way and with love and gratitude rather than animosity, sharing a meaningful look with Concepción as he absorbs the meaning of what he is speaking aloud. This interaction between Concepción and Palomo to conclude the play shows how even when all may seem lost, you can rediscover what is most important. Although Santiago's indecision leads to many negative consequences for the factory, there is also immense growth that occurs as a result of the events which would not have been possible if not for Santiago's resistance to decide unilaterally whether or not to modernize.

The choice Santiago has of whether to move the factory toward American culture or retain their Cuban cultural heritage leads to not only strife between characters as they fight for what they believe in, but also growth of understanding between them

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as they are given the chance to reevaluate what is most important. Where we come from greatly affects both who we are and what we believe is correct, affecting not only our perspective but also the lives of those around us through the decisions we make, and also the ones we do not.

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

In William Shakespeare's "King Lear" we see an ~~expanded~~ expanded indecision of truly giving up power from the main antagonist King Lear. He creates an elongated process of giving up his King-hood instead of doing it all at once, which leads to a tragic downfall of the Kingdom, family hood, and sanity.

King Lear creates a tragic downfall upon the Kingdom by first leaving his reign of power, and dividing it up among his daughters, Goneril and Regan, after a false procession of love for him. When this happens, Lear banishes his third daughter and his servant, ~~and his~~ ~~servant~~ who were the only two honest and loyal people to him. This creates a decline in the Kingdom's wellbeing as well as Lear's because the Kingdom is now lead by ~~liars~~ liars and power-seekers and Lear lost the only ~~the~~ understanding, helpful people for him. Providing that Lear left his reign as King, we begin to see a downfall amongst relationships, the Kingdom, and his sanity.

King Lear also creates a mess between familial bonds. His fatherhood is no longer respected by his oldest daughters who push him away from the Kingdom and want him dead. This decision not only affected his relationships, but others as well. Cordelia has no family anymore after being banished away from her father and sisters. Lastly, he creates a broken bond between him and Kent, who is similar to family in his eyes, as he has loyally served Lear for ages. This creates not only familial hardship,

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but also a deep cut in Lear's sanity.

King Lear throughout the play loses much of his sanity, ~~the~~ as well as many other characters due to Lear's choices. Edgar, who ends up being hunted by people due to his brother's illegitimacy, becomes a "Poor Tom", ~~the~~ ^{keeping} a disguised appearance at all times. Gloucester and Regan lose their sanity for Lear, as he has caused so much drama and affliction throughout the play. Lear, finally, loses all his sanity at the end of the play when he sees his daughter pass in his arms, after he banished her for being loyal + honest with him.

In conclusion, King Lear's ~~failure~~ ~~to~~ failure to truly let go of power, caused many downfalls among those around him. Including his family, his kingdom, his relationships, and himself. ~~Proving~~ ~~that~~ ~~proving~~ ~~you're~~ ~~better~~ ~~off~~ ~~letting~~ ~~go~~ ~~when~~ ~~something~~ ~~no~~ ~~longer~~ ~~sees~~ ~~you.~~ Proving you're better off letting go when something no longer serves you.

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

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Begin your response to each question at the top of a new page. Do not skip lines.

In Mary Shelley's novel Frankenstein, Victor Frankenstein's indecision to make a second monster as companion for his first monster leads the monster to commit ~~these~~ vicious acts as a means of revenge.

Victor Frankenstein's indecision brings trouble for him and his family. After a brief stay with the people in the village and ~~the~~ receiving warmth from the blind man, the monster requests ~~Victor~~ Victor Frankenstein ~~make~~ to create another monster so that he is able to have a companion. ~~The~~ The monster promises Frankenstein that he will move somewhere far with his partner, away from human society. At first, Victor Frankenstein agrees to create another monster, however, after he creates the monster's head, he destroys the monster as he is terrified of the idea of having two frightening monsters roaming the Earth. Upon hearing this, the monster becomes angry and tries to seek revenge, in which he frames Justine for the death of William, her little brother, which causes ~~her~~ the people in town to think she is a witch and kills her. He also threatens Victor Frankenstein that he will be on his wedding day. Victor Frankenstein's indecision causes the monster to act irrationally, which includes harming innocent individuals. When Frankenstein ~~tries~~ tries to escape from his responsibilities as the creator and ~~parental~~ parental figure of the monster, he brings harm to himself and his family as he continues to neglect the monster due to his ~~horrid~~ grotesque appearance. In addition, when he finally denies the monster's chance of experiencing love like how he saw humans have, he also crushes his hopes of becoming a normal member of society, instead of ~~be~~ a deviation due to his appearance. Frankenstein's indecision shatters the monster's dreams and makes him hateful towards

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● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

his creator as he feels ~~like~~ a sense of mistreatment and inequality. ~~the~~ This passionate hatred turns into violence when the monster kills Frankenstein's family members ~~to try to~~ in an attempt to make Frankenstein pay attention to him. Frankenstein's indecision brings ~~the~~ ~~himself~~ and harm to both himself and ~~the~~ ~~pen~~ his dearest family.

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Question 3

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

For Question 3, the Literary Argument question, students were asked to respond to the following prompt:

Many works of literature feature a character who may be reluctant to make a decision, unable to make a decision, or is resistant to doing so. This indecision can have broader implications for that character or other characters. Such implications may include changes to a character’s relationships, social and/or financial stability, well-being, or any other aspects of the character’s existence.

Either from your own reading or from the list below, choose a work of fiction in which a character delays or avoids making a decision. Then, in a well-written essay, analyze how the impact of this indecision contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In a timed-writing situation and without the text in-hand, students were expected to complete three main tasks successfully:

Selecting a work of fiction that addresses the focus of the prompt, in this case a text with an indecisive character, is the first essential step for students. Students benefit from selecting more complex texts, ones that contain multiple viewpoints, a variety of characters or narrative arcs, and language that lends itself to interpretation. Texts with less complexity often make analysis more difficult. The list of texts provided with the prompt offers diverse suggestions of possible texts that work with the prompt, but students are not limited to choose a text from this list. Students demonstrate the appropriateness of their chosen text through their analysis and writing. It should be noted that there is no list of acceptable texts.

Analyzing the work of fiction here requires two steps. First, students are asked to identify a fictional text “in which a character delays or avoids making a decision.” The prompt offers students suggestions on a variety of ways that characters can be indecisive—the character “may be reluctant to make a decision, unable to make a decision, or is resistant to doing so.” Importantly, the prompt does not provide a definitive explanation of the concept but instead invites students to define the concept themselves in different or unique ways, depending on the text and character they choose. Second, students analyze “how the impact of this indecision contributes to an interpretation of the work as a whole.” The prompt again offers students suggestions on how indecisiveness might impact the narrative—“Such implications may include changes to a character’s relationships, social and/or financial stability, well-being, or any other aspects of the character’s existence.” In their analysis, students demonstrate both their ability to focus on a particular indecisive character and to examine the implications of that character’s actions (or inaction) across the broader overall text. Students are cautioned not to summarize the text, a reminder that the evidence they draw from the text should be used in service to analysis.

Question 3 (continued)

Writing a well-written literary argument requires students to negotiate a range of information, including the focus of the prompt and evidence from a substantial text. In this instance, they must articulate an overall thesis about “a work of fiction in which a character delays or avoids making a decision” as well as “how the impact of this indecision contributes to an interpretation of the work as a whole.” Students must develop their arguments through evidence and commentary, with the more successful responses building a line of reasoning that connects ideas and shows the relationships among them. Students are not expected to use direct quotations in their response, though stronger responses use more specific, precise evidence and use the evidence as support for defensible claims rather than as plot summary. A well-written response is not defined by or limited to grammatically correct writing, and it should again be noted that students are not expected to respond to the timed free-response question with a polished, revised essay.

Sample: 3A**Score: 1-4-1****Row A: Thesis (0–1 points): 1**

The essay offers a defensible interpretation of the play *Anna in the Tropics* in the last two sentences of the introductory paragraph where it states, “Santiago is the owner of the factory, and his resistance to making a decision regarding whether or not to modernize his cigar factory causes strife with many of those around him, but eventually leads several characters to reevaluate their relationships for the better. Through this, Cruz explores the idea that it is our cultural heritage that most significantly impacts our unique interpretations of the American dream.” The essay earned 1 point in Row A.

Row B: Evidence and Commentary (0–4 points): 4

The essay develops a line of reasoning that focuses on the implications of the decisions about modernization for the community members and their culture. Throughout the essay, evidence that is rich in detail is combined with insightful commentary that explains how the evidence supports this line of reasoning. In paragraph 2, the essay considers the significance of Cheché, “Santiago’s American half brother” who “serves as a spark point for contention in the factory as to whether or not to modernize.” The essay provides the evidence of Cheché’s wager with his brother and contends “In the days following the cockfight, Cheché becomes increasingly resistant to the new lector Juan Julian, who has just arrived from Cuba.” Additionally, the response points out the effect of Ofelia, Santiago’s wife, referring to “Cheché by his American name, Chester.” This act is significant, the commentary purports, because “This is the first time that the decision oversteps toward modernization leads to conflict in the factory” and it “serves to convey once again his symbol as being more American than Cuban.” The same paragraph presents the evidence of Cheché’s murder of Juan Julian. The commentary that follows makes the point that “This act of violence—and all the tension leading up to it illustrates the failure of Santiago.” Paragraph 3 analyzes the “violent results of Santiago’s resistance to make a decision and be firm with Cheché” and suggests “the events do lead to an opposite effect on various other characters in the play, with the bonds of some growing stronger as a result of the intense turmoil.” The essay specifically considers the relationship between Palomo and Conchita and argues Palomo’s decision “to vote with Cheché that Juan Julian should be fired” is a “break with not only Conchita but also his entire cultural heritage for Palomo illustrates the destructive results of the decision over whether to modernize.” Additionally, when “Palomo is tasked with finishing the section of *Anna Karenina* from which Juan Julian had been reading, Palomo reads aloud about the importance of choosing to react to difficult relationships in a measured way and with love and gratitude rather

Question 3 (continued)

than animosity.” The essay concludes with the claim that Santiago’s indecision “leads to not only strife between characters as they fight for what they believe in, but the growth of understanding between them.” Because the essay organizes and supports an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained, it earned 4 points in Row B.

Row C: Sophistication (0–1 points): 1

The essay develops a complex literary argument through its exploration of tensions about culture and modernization within the play. In the second paragraph, for example, it states, “This initial difference between the two and Cheché’s focus on money combine to illustrate Cheché as not only a foil to Santiago’s indecisiveness, but also a symbol of the unrelentingly aggressive nature of American capitalism.” The essay also demonstrates sophistication of thought as it employs a style that is consistently vivid and persuasive as seen in the second paragraph: “This grotesque act of violence by Cheché—the American capitalist—shooting Juan Julian—the Cuban lector who served as a direct tie to the culture the factory grew out of.” For these reasons, the essay earned 1 point in Row C.

Sample: 3B**Score: 1-3-0****Row A: Thesis (0–1 points): 1**

This essay responds to the prompt with a thesis that presents a defensible interpretation of the play, *King Lear*. In the introduction, the thesis states, “In William Shakespear’s “King Lear” we see an expanded indecision of truly giving up power from the main antagonist King Lear. He creates an elongated process of giving up his king-hood instead of doing it all at once, which leads to a tragic downfall of the kingdom, family hood, and sanity.” The response earned 1 point in Row A.

Row B: Evidence and Commentary (0–4 points): 3

The response combines evidence and commentary to create a line of reasoning that focuses on the logical progression of Lear’s indecision about his legacy. In paragraph 2, the essay points out the effects of Lear’s “leaving his reign of power, and dividing it up among his daughters, Gonreil and Reagan.” In addition, the commentary claims that Lear’s banishment of “his third daughter and his servant, who were the only two honest and loyal people to him” serves to create “a decline in the kingdoms wellbeing as well as Lear’s because the kingdom is now lead by liars and power-seekers.” Paragraph 3 of the essay analyzes how Lear’s indecision affects his family: “His fatherhood is no longer respected by his oldest daughters who push him away from the kingdom and want him dead” and “Cordelia has no family anymore after being banished away from her father and sisters.” This evidence is followed by the commentary “This creates not only familial hardship, but also a deep cut in Lear’s sanity.” Paragraph 4 focuses more specifically on the state of Lear’s mind and asserts, “Lear, finally, loses all his sanity at the end of the play when he sees his daughter pass in his arms, after he banished her for being loyal & honest with him.” While these examples of evidence and commentary support the line of reasoning, the response does not effectively integrate details presented in paragraph 4 about Edgar, Goneril, and Regan losing “their sanity for Lear, as he has caused so much drama and affliction throughout the play.” The essay, therefore, earned 3 points in Row B.

Question 3 (continued)

Row C: Sophistication (0–1 points): 0

The response does not demonstrate sophistication of thought or develop a complex literary argument because it offers a generalization about the meaning of the text that does not follow from its line of reasoning. In the final paragraph, the response states, “Proving you’re better off letting go when something no longer serves you.” The response did not earn the sophistication point in Row C.

Sample: 3C

Score: 1-2-0

Row A: Thesis (0–1 points): 1

The essay offers a defensible interpretation of the novel in the opening paragraph where it states, “In Mary Shelley’s novel *Frankenstein*, Victor Frankenstein’s indecision to make a second monster as companion for his first monster leads the monster to commit vicious acts as a means of revenge.” The essay earned 1 point in Row A.

Row B: Evidence and Commentary (0–4 points): 2

The essay provides several examples of specific evidence from the novel. Paragraph 2, for example, presents the details that when Victor destroys the monster’s companion, he “becomes angry and tries to seek revenge, in which he frames Justine for the death of William, her little brother, which causes the people in town to think she is a witch and kills her.” The paragraph also, however, includes broad generalities, such as “when he finally denies the monster’s chance of experiencing love like how he saw humans have, he also crushes his hopes of becoming a normal member of society.” The essay explains how some of the evidence relates to the interpretation, such as in paragraph 2, where it states, “Frankenstein’s indecision shatters the monster’s dreams and makes him hateful towards his creator as he feels a sense of mistreatment and inequality.” The inadequate amount of commentary, however, does not establish a line of reasoning within the essay. Instead, the response makes one point well but does not make supporting claims. The response earned 2 points in Row B.

Row C: Sophistication (0–1 points): 0

The response does not demonstrate sophistication of thought or develop a complex literary argument; therefore, it did not earn the point in Row C.