

2024



AP[®] Seminar End-of-Course Exam

Sample Student Responses and Scoring Commentary Set 2

Inside:

Part B

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

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End-of-Course Exam: Part B

24 points

General Scoring Notes

- When applying the scoring guidelines, you should award the score according to the preponderance of evidence (i.e., best fit).
- Each row is scored independently.

0 (Zero)

A score of 0 is assigned to a single row of the rubric when the response displays a below-minimum level of quality as identified in that row of the rubric.

Scores of 0 are assigned to all rows of the rubric when the response is off-topic; a repetition of a prompt; entirely crossed-out; a drawing or other markings; or a response in a language other than English.

NR (No Response)

A score of NR is assigned to responses that are blank.

Reporting Category	Scoring Criteria			
Row 1 Establish Argument (0, 2, 4 or 6 points)	0 points Does not meet the criteria for 2 points.	2 points Misstates or overlooks a theme or issue that connects the sources. The response’s perspective is unclear or unrelated to the sources.	4 points Identifies a theme or issue that connects the sources. The response derives its perspective from only one of the sources.	6 points The response identifies a theme or issue connecting the provided sources and presents a perspective that is not represented in one of the sources OR brings a particularly insightful approach to one of the perspectives OR makes a strong thematic connection among perspectives.
Decision Rules and Scoring Notes				
Typical responses that earn 0 points: <ul style="list-style-type: none"> Are not related in any way to any theme that connects the provided sources (ignores theme entirely, off-topic). Do not offer any perspective or claim (generated by the student). 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Offer a perspective that is unclear. Demonstrate a simplistic or mistaken understanding of the provided sources. May be dominated by summary rather than being driven by the student’s perspective. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Offer a clear perspective that is derived from a single source or present a perspective that juxtaposes topics pulled directly from sources. Offer a reasonable understanding of the provided sources. Present a perspective that is trite, obvious, or overly general. 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Offer a clear perspective that is either original or insightful. Offer a perceptive understanding of the provided sources used. Are driven by the student’s perspective. 	
Examples that earn 0 points: Ignore the theme entirely <ul style="list-style-type: none"> <i>“Taking vacations is a lot of fun.” (with no further elaboration that connects thematically)</i> Do not offer a perspective <ul style="list-style-type: none"> <i>“Source A talks about Iranian houses. Source D mentions architecture too. Also, source B is a story.”</i> 	Examples that earn 2 points: Demonstrate a simplistic or mistaken understanding of the sources <ul style="list-style-type: none"> <i>“Moving is annoying.”</i> Are dominated by summary <ul style="list-style-type: none"> <i>“Houses are usually designed with an interior and exterior design. The layout and design of the house all depends on the land or location and the type of land it’s on wether [sic] it is hilly or flat. People also decide where to put their house based on locations near it like a hospital or shopping places to get groceries [sic].”</i> 	Examples that earn 4 points: Derive a perspective from a single source <ul style="list-style-type: none"> <i>“Housing design should reflect the needs of people in a particular environment.” (Source A)</i> <i>“Family is what makes a house a home.” (Source B)</i> <i>“Home is important to an individual’s identity.” (Source C)</i> Present a perspective that is trite, obvious, or overly general <ul style="list-style-type: none"> <i>“Home is where the heart is.”</i> 	Examples of that earn 6 points: Offer an original perspective <ul style="list-style-type: none"> <i>“Long-term residents should be protected from negative impacts of gentrification because long-established homes offer benefits for the wider community.”</i> <i>“Where a child grows up can have enormous impacts on the educational opportunities available to them.”</i> Offer an insightful perspective <ul style="list-style-type: none"> <i>“The conception of home for children of immigrants is more abstract that for others because the home represents both physical space and emotional state.”</i> <i>“By altering the interior of a home an expat can more easily replicate their familiar culture and adjust to their new living situation, finding more refuge within their new lifestyle.”</i> 	
Additional Notes <ul style="list-style-type: none"> A perspective is a “point of view conveyed through an argument.” Read the whole response before scoring as an on-topic argument may emerge later in the response. 				

Reporting Category	Scoring Criteria			
<p>Row 2 Establish Argument (0, 2, 4, or 6 points)</p>	<p>0 points Does not meet the criteria for 2 points.</p>	<p>2 points The line of reasoning is disorganized and/or illogical. The response lacks commentary, or the commentary incorrectly or tangentially explains the links between evidence and claims.</p>	<p>4 points The argument is mostly clear and organized, but the logic may be faulty OR the reasoning may be logical but not well organized. The commentary explains the links between evidence and claims.</p>	<p>6 points The line of reasoning is logically organized and well-developed. The commentary explains evidence and connects it to claims to clearly and convincingly establish an argument.</p>
Decision Rules and Scoring Notes				
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Are not related in any way to a theme that connects the provided sources (off-topic). Do not offer any claim (generated by the student) and/or no line of reasoning is present. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Summarize the provided sources without linking them to one another or to an argument. Offer very general or confusing commentary, if any, connecting evidence and claims. Have a line of reasoning that fails. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Are organized well enough to discern the argument. Provide inconsistent or incomplete explanations linking evidence and claims. Make a claim that may be only partially supported. Have a line of reasoning that is difficult to follow at times. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Are driven by the argument; points are intentionally ordered AND the links between claims and evidence are logical and convincing. Are thoughtful or sophisticated (e.g., may address a counterargument, or discuss limitations or implications). Have a sound line of reasoning. 	
<p>Examples that earn 0 points:</p> <p>Are not related to the theme</p> <ul style="list-style-type: none"> <i>“I have a nice car. People like it, but it’s hard to drive.”</i> <p>Do not offer claims to establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“Sources A and C both talk about how a house is for families and sharing spaces. C talks about the layout of an house, pointing out the features and how they can be for entertaining guest or anyone inside.”</i> 	<p>Examples that earn 2 points:</p> <p>Often stack overly general summaries of the sources without linkage to claims</p> <ul style="list-style-type: none"> <i>“In Source A, they say that Iranians try to bring the outside into their houses. Source B talks about losing a home. Source D is about living in other countries. This is why homes are important.”</i> 	<p>Examples that earn 4 points:</p> <p>Often jump from one claim to the next without providing a clear, logical connection between the claims</p> <ul style="list-style-type: none"> <i>“A house is not a home. People make their houses into homes. In places like Iran and Turkey, homes are different from how they are in the West (Source A). If you feel at home, it doesn’t matter that the house is big or little. It just depends on what you want.”</i> <p>Often provide less than clear linkage between material from a source and their arguments’ claims</p> <ul style="list-style-type: none"> <i>“What is at a place makes it a home. What defines a home is the people you are with. Home is a place where you are safe, secure, and unguarded (Sources A and C). Some people say houses that aren’t big and fancy are not very nice houses, but they could still be nice homes.”</i> 	<p>Examples that earn 6 points:</p> <p>Have a line of reasoning that is made explicit in logical transitions that connect arguments in a thoughtful manner</p> <ul style="list-style-type: none"> <i>“As I’ve argued, those who suffer from home insecurity are vulnerable to extreme weather, but that is not their only challenge. They are also vulnerable to the stigma associated with their situation.”</i> <i>“We cannot devalue the sense of identity that seniors associate with their homes. Therefore, we must think seriously about the best way to help seniors transition into a new living space when they can no longer take care of themselves at home.”</i> <p>Use insightful commentary to connect claims and evidence</p> <ul style="list-style-type: none"> <i>“The conception of a home differs from culture to culture. For example, we learn from Source A, “Some societies...may value the privacy of the house” while others see a home as a space more open to the surrounding community.”</i> 	

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			<ul style="list-style-type: none">• <i>“How we decorate our homes has an impact on our well-being. Source C supports this claim by pointing out that people display photos of loved ones in their homes in order to “fend off feelings of loneliness and social isolation.””</i>
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Additional Notes

- Line of Reasoning is “an arrangement of claims and evidence that leads to a conclusion.”
- Commentary is “a discussion and analysis of evidence in relation to the claim which may identify patterns, describe trends, and/or explain relationships.”

Reporting Category	Scoring Criteria							
Row 3 Select and Use Evidence (0, 2, 4, or 6 points)	0 points Uses one or none of the provided sources.	2 points Repeats or misinterprets information from at least two of the provided sources, or the information lacks relevance thereby providing little support for an argument.	4 points Accurately uses relevant information from at least two of the provided sources to support an argument.	6 points Appropriately synthesizes relevant information drawn from at least two of the provided sources to develop and support a compelling argument.				
Decision Rules and Scoring Notes								
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Additional Notes								

Reporting Category	Scoring Criteria			
<p>Row 4 Apply Conventions (0, 2, 4 or 6 points)</p>	<p>0 points Does not meet the criteria for 2 points.</p>	<p>2 points Contains many flaws in grammar and style that often interfere with communication to the reader OR the response incorrectly or ineffectively attributes knowledge and ideas from sources.</p>	<p>4 points Is generally clear but contains some flaws in grammar and style that occasionally interfere with communication to the reader. The response accurately attributes knowledge and ideas from sources.</p>	<p>6 points Communicates clearly to the reader (although may not be free of errors in grammar and style) AND the response effectively integrates material from sources into the argument (e.g. it is clearly introduced, integrated, or embedded into the text) and accurately attributes knowledge and ideas.</p>
Decision Rules and Scoring Notes				
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Are not related in any way to a theme that connects the provided sources (off- topic). Response does not provide enough writing to assess. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Use grammar and syntax that is so clumsy as to make the meaning difficult to decipher. Require multiple readings to uncover meaning or intent. Use blatant unattributed paraphrases and/or there is an absence of sources/quotation marks/reference to sources or their authors. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Are written in a style that is adequate, if sometimes clunky, but conveys basic meaning. May contain multiple misspellings or other errors, but not so many as to impede understanding. May attempt elevated word choice but may be incorrect, or may lapse into colloquial language. Lacks integration of sources. Refer to sources/authors and use quotation marks or paraphrases appropriately. 	<p>Typical responses that earn 6 points:</p> <ul style="list-style-type: none"> Feature writing that enhances the argument, are easy to read, and concise. Grammar and syntax need not be perfect. May demonstrate an understanding of the context of the provided sources. Weave source material effectively into the argument’s composition. Accurately cite sources (use quotation marks and paraphrases correctly). 	
<p>Examples that earn 0 points: Are off-topic</p> <ul style="list-style-type: none"> <i>“It’s a nice day outside. My mother is walking our dog today. Have a nice day!”</i> 	<p>Examples of that earn 2 points: Demonstrate writing that impedes understanding</p> <ul style="list-style-type: none"> <i>“Another reason why as house really dosent mean much is as long as you have cloths and what not you will be fine. SOciety belives that your home is your home as it does have some sentimental value to it, its never that hard to pick up and go somewere else as long as your with family nd are set.”</i> <p>On multiple occasions, omit attribution and/or citation</p> <ul style="list-style-type: none"> <i>“Architects have thought about the reasons that go into a home’s appearance. This is really interesting because some places value privacy while others value a more communal center. All of this means that its important to think about the places we call home.”</i> 	<p>Examples that earn 4 points: Demonstrate writing that may be awkward, wordy, or grammatically incorrect, but these flaws do not impede understanding</p> <ul style="list-style-type: none"> <i>“Since birth, you’re life gets planned out, so you go to various schools, and you get a job and then you retire. This isn’t exactly the “American Dream” but it is a life that pretty much everyone gets. The best part of all of this is living in a stable home, living where you feel comfortable or safe. This is why the story (Source B) is so sad. People have their comfort and safety, but then its gone..”</i> 	<p>Examples that earn 6 points: Demonstrate writing that is clear, concise, and compelling</p> <ul style="list-style-type: none"> <i>“With many divisions within a house, there is less chance for individuals to spark conversation or feel the need to connect with other people. In contrast, homes from the Middle East, such as Iran, “value nature and the open air” as well as “living together and sharing spaces” (Barone). This can help promote a sense of community as there are more open spaces for people to congregate and communicate with each other which could not be possible with closed off walls that prohibit human connection.”</i> 	

	<p>Omit quotation marks</p> <ul style="list-style-type: none"> • <i>“Source A says Some societies may orientate their houses towards a communal center. This is because of many reasons.”</i> 		<p>Understand context of provided sources</p> <ul style="list-style-type: none"> • <i>“Source D, in its discussion of the difficulties faced by people who live overseas for an extended time, quotes several ex-pats, including Mei-Ho Lee, a conservation biologist who returned to Malaysia after spending years in the U.S. Trying to escape the shock of reentry, she explained, “I have to switch to Asian mode.””</i> <p>Paraphrase and quote sources correctly</p> <ul style="list-style-type: none"> • <i>“Source C argues that an occupant’s home can be arranged in a way that communicates what that occupant values, from their family to their political views, and that “The layout and other physical features of the space can influence the activities...that take place in the space.””</i>
<p>Additional Notes</p>			

Homelessness is a rising issue in the United States, with millions of citizens and immigrants living out of tents, streets, abandoned buildings, or simply in jail for the sole purpose of having shelter. Losing jobs, seeking asylum, or disabilities can quickly cause someone to become homeless, resulting in not only a loss of shelter, but a sense of "home." There are numerous psychological and physical effects to being without a house, and more so having a sanctuary of a home. To address this issue, the United States government should focus primarily on building and funding easily accessible homeless shelters across the nation with resources to the millions who live on public spheres rather than having their own homes to live in.

By not having a house, millions in the United States suffer psychological effects of being without a sanctuary or a place of solitude. Dr. Francine Barone from Yale University describes a home as being a complex sanction differing according to its residents culture and intentions. Barone asserts that the interior of a house can represent the heart of a home and more importantly, "is a safe space for the most 'unguarded' and relaxed behavior" (Source A). Homes have an increasingly psychological effect on those inhabiting it, as it can affect the feelings and wellbeing by evoking feelings of security, loneliness, etc. For example, by using a home to arrange photos of relatives or personal artifacts, it can evoke a sense of connection and social support that could help one maintain a healthy wellbeing (Source C). Without having a safe space in a home, however, millions of homeless people face negative consequences of not having positive or healthy outlets provided by a home. Furthermore, being without a home takes away the necessary feeling of safety as Barone describes many cultures such as those in Turkey to prioritize "safety and sanctity... of their women and children" in their homes (Source A). Homeless people do not have the luxury of an environment to safeguard themselves and must therefore face the realities of crime and various hazards in open, public spaces. Because of the psychological and physical importance that having a home provides, those without one should be prioritized by the government as they will otherwise be without a sanction that not only helps to maintain a healthy wellbeing, but can also be used for protection.

Furthermore, not having a house can hinder the ideas between identities and homelife. As Kate Mayberry explains with those living away from their homecountries, ones environment is incredibly impactful to their resiliency and the ability to grasp the concept of a "home" (Source D). Mayberry uses a woman's book that helps to guide children through the uncertainties of constantly being on the move, with a main character of a snail who takes his home (his belongings) with him wherever he goes (Source D). This snail could be seen as a metaphor for homeless people, who may use shopping carts or various bags to carry the little belongings that they have with them wherever they go. Though Mayberry uses the book to connect with children that have little to no idea of home, it could also be used to connect to those who have lost their idea of home. Typically, people become homeless because of the financial burdens placed on owning a home. As expressed in Gwendolyn Brooks' novel, a family comes close to losing their childhood home because of such financial burdens whereas they resorted to the Home Owners' Loan (Source B). The possibility of losing ones home and having to carry what little one has to connect a home with them can be an excruciating reality for millions. However, a shelter for the homeless would provide a sanctuary for them to

commune and be relieved of such financial burdens. Similarly to that of the Susurluk culture, spatial units within a community that are termed "defended neighborhoods" often form in cities with a high concentration of homeless population (Source A). This is because of the lack of security from losing a home results in communities to be formed amongst the streets or in public buildings, parks, etc. Oftentimes a homeless shelter can help establish such connections and communities for the homeless to also maintain an idea of "home" and a sense of security.

Homelessness is a widespread and complex issue, especially in the United States. Being without a home impairs a person psychologically to be without the sense of security and home that can only be provided through the privacy of a house and the intimacy of a personal sanctuary. By being able to maintain such connection and social support through shelters for the homeless, it could help them to be bolstered by a community and be gradually reinstalled into society. Because homelessness is often caused by disability or financial burden, shelters would help to relieve such stress and evoke a sense of "home" that is essential to the physical and psychological wellbeing of a person.

Home isn't just a place for people to gather or reside in, it is something that holds and reflects the values and experiences of the people that it contains.

A house or home is different to every person, it looks different, feels different, smells different. In our homes we see all of the ways that people have developed as people, partners, parents, Catholics or students. We also see the reflection of each and every one of our accomplishments, struggles and values within the walls of our homes. However, a place with 4 walls and a roof may not be everyone's consideration of a home. People may consider home to be a person or a certain object. This can be because people may not have a sedentary lifestyle or growing up they never had a neighborhood, or a school that they grew up at or more importantly a home they were at for an extended period of time. Home could be out of a suitcase for some. In Source D, it discusses the life of an expat, someone who is away from their actual home for an extended period of time or someone who might not know or remember what their real home feels like. In the third to last paragraph, it states "Both (her children) are now at university in the UK. Having never lived in Malaysia, they don't see it as home, and their actual home in Europe is rented out. 'Their home is out of a suitcase,' Karen says." As tough and life-changing working abroad can be for parents, it is equally as hard for children not having a stable home life or a place they feel as a proper home.

It is very valuable to have a place to call home where you feel safe and secure in, if you are lucky enough to have a place that holds a spot in your heart, you know how heartbreaking it is to have to leave. In Source B, it is in the perspective of a family discussing the possibility that they will have to give up their house, the home they have known and loved for 14 years. Just thinking about doing the same tasks in another home made the people emotional and reminiscent on all of the times they have had in their current home. The thought of moving homes, moving everything that reflects you as a person or a family, as someone with values is so very hard to do. Most people end up moving at some point in their life, they have to pack up everything that identifies them and relocate to hopefully a place that reflects them more.

People have many values, whether that roots from their culture, religion, region or just what they choose, everyone has values and morals. If you take a look around the world, you can notice a huge difference in homes and cultures. In Source A it discusses how each culture and region have their own value of a house, some view their houses as homes, some view it as a communal meeting place, other view their homes as a very individualized and personal space that is kept for you and your family with specific rooms and spaces. Every person has a different perception of a home and the values they have reflect the style and type of home they have. In Source C, it was talking about what a home really is, not just the literal part but the fact that they almost mirror the people that live inside them. Each home is catered to one's specific likings and often demonstrate emotional connections promoted by specific elements of one's space. People's home or places they value the most are places they feel safe and secure in, places they can be their true selves.

As a person who values and has an emotional connection to my home and room, I can attest to all of these things. It is hard to pack everything up and move away. If you have been gone for a long time it feels weird to be back in the place you have known your whole life. My home is a reflection of my family, the decorations, the items inside, the style. Over the years my family has been living in this house, we have created this house to look and feel how we want it to. My home is the place my family comes to be together, and to gather as a family even when we are apart from time to time. So, to me my house is a home, a gathering spot, a reflection of my family and the things we value, our hobbies and interests and the things we most dearly love.

Home is about these people who are moving out of their house. This document is a really sad and depressing topic these people are sitting on their deck in rocking chairs taking in the last bit of time that they have at their house that they are living at right now. They look at all the trees all the poles and the fence and they just think wow someone else's eyes will be looking at this stuff soon. Papa was gone and if he didn't get the home owner's loan they would actually be leaving this house they have been living in for 14 years. There was very little hope the home owner's plan was very difficult. So they do not get the loan and they are very sad and the kids are like no I have to leave my friends.

Houses are usually designed with an interior and exterior design. The layout and design of the house all depends on the land or location and the type of land it is on whether it is hilly or flat. People also decide where to put their house based on locations near it like a hospital or shopping places to get groceries. Home is whatever you make it it's your place to design and make it feel like home and also to raise your family there. You also need to think safety when building a house. If you have little kids that you don't want getting into places you would have to design your house around that. You also need to think like weather does your state have lots of tornadoes and hurricanes if so you need to plan ahead and make shelter for those types of situations.

Some people might build a new house the same setup as their old house. People do this because they feel the need to in case they don't like something of their new house or they do it because they just feel like and they want the same or better experience in their new house. People will most likely upgrade their garage size because they either have more family members or just want more space for outdoor activities.

Jobs are a huge factor when deciding which house you should buy. A job determines how much money you can make and how much you do make. So if you are not making a lot of money you probably won't be able to afford the biggest and nicest house. But if you do make a lot of money like 500,000 dollars a year you will be able to afford a nice big house for your family and you will be able to have a big garage and a lot of nice cars and some fun outdoor activity stuff to use. You could also probably get a pool and chillax by that a lot and throw some parties with your friends.

End-of-Course Exam

Part B: Synthesizing and Creating Evidence-Based Argument

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

Overview

This question assessed students' ability to:

- Read the sources critically, understanding the different perspective of each source.
- Identify a theme or issue connecting the provided sources.
- Use the theme as an impetus for writing a logically organized, well-reasoned, and well-crafted argument presenting the student's perspective.
- Incorporate two or more of the sources to support the newly developed argument.
- Build the argument with a series of logical claims.
- Link claims to supporting evidence.
- Cite sources, identifying them either by author or by letters assigned in the prompt.
- Complete the task within a 90-minute time period.

Sample: A

1 Establish Argument Score: 6

2 Establish Argument Score: 6

3 Select and Use Evidence Score: 6

4 Apply Conventions Score: 6

Row 1: Establish Argument

The response earned **6** points for this row because the response presents an original perspective on the theme of “home.” The response argues for easily accessible homeless shelters as a solution to homelessness (unique angle on a need for home). This action-based perspective is clear and is driven by the student.

Row 2: Establish Argument

The response earned **6** points for this row because it presents a sophisticated line of reasoning aligned throughout the argument on homelessness. For example, in the first paragraph, the response states, “By not having a house, millions in the United States suffer psychological effects of being without a sanctuary of a place of solitude.” This line of reasoning is thoughtfully extended in paragraph two: “Furthermore, not having a house can hinder the ideas between identities and homelife.” Throughout the response, the commentary is logical, convincing, and explains the links between claims and evidence. For example, the response states, “Typically, people become homeless because of the financial burdens placed on owning a home. As expressed in Gwendolyn Brooks’ novel, a family comes close to losing their childhood home because of such financial burdens...” Overall, this response builds a successful line of reasoning as claims build upon each other, each connecting intentionally to the overall argument.

End-of-Course Exam
Part B: Synthesizing and Creating Evidence-Based Argument

Row 3: Select and Use Evidence

The response earned **6** points for this row because, while only two sources are required, the response uses all four sources in a meaningful way. In paragraph two, the response puts into conversation Sources A and C. First, the response uses Source A, then references Source C to build upon the point that the arrangement of the home is a tool to help us feel safe and less alone. This same paragraph goes on to say that being without a home can expose one to danger, so many cultures build homes that prioritize safety (Source A), and homeless people deserve this safety too. The conversation between these two sources directly supports the argument. Similarly, paragraph three contains a sophisticated conversation between Sources D, B, and A, which is connected to the overarching argument about the need to provide more security for people without homes.

Row 4: Apply Conventions

The response earned **6** points for this row because it accomplished all three necessary criteria: Clear writing, effective integration of sources, and accurate attribution. The writing style enhances the argument and contains minimal errors. All sources are attributed consistently and correctly. Finally, the response effectively integrates sources, specifically through contextualization. For example, it explains that Dr. Barone is connected to Yale University, that a piece of evidence used by Kate Mayberry in Source D is a children’s book, and that the genre of Source B is a novel. Overall, the source material is effectively woven into the argument’s composition, and the response demonstrates an understanding of the differences between the provided sources.

End-of-Course Exam

Part B: Synthesizing and Creating Evidence-Based Argument

Sample: B

1 Establish Argument Score: 4

2 Establish Argument Score: 4

3 Select and Use Evidence Score: 4

4 Apply Conventions Score: 4

Row 1: Establish Argument

The response earned **4** points for this row because it correctly identifies a theme connecting the sources (the notion of home), and presents a perspective that is directly pulled from Source C. In fact, it is a paraphrase of the last sentence of the first paragraph. (“Home isn’t just a place for people to gather or reside in, it is something that holds and reflects the values and experiences of the people that it contains.”). Responses that derive the perspective from only one of the sources earn 4 points in this row.

Row 2: Establish Argument

The response earned **4** points for this row because the argument is organized yet the commentary provides inconsistent or incomplete explanations linking evidence and claims. For example, in the third paragraph, the response discusses the difficulties associated with moving homes, then immediately follows this with a sentence about most people having to move at some point in their life: “The thought of moving homes, moving everything that reflects you as a person or a family, as someone with values is so very hard to do. Most people end up moving at some point in their life, they have to pack up everything that identifies them and relocate to hopefully a place that reflects them more.”). Although the argument in this response is generally clear enough to follow, the transitions between ideas (for example between paragraphs three and four) are not always convincing, and sometimes rely on vague sentences such as “I can attest to all of these things.”

Row 3: Select and Use Evidence

The response earned **4** points for this row because the sources are used to support claims, but are not interpreted in a way that substantially contributes to the argument. For example, the second paragraph states, “In Source D it discusses the life of an expat.” The response then quotes at length from the source (“It states ...”) but does not use that information in an insightful way. Paragraph three uses vague references to information from Source B to support the claim that it is heartbreaking to have to leave home, but this information does not enhance the argument: (“Just thinking about doing the same tasks in another home made the people emotional and reminiscent”). Paragraph four uses Sources A and C; however, they are not in conversation, but merely used in succession. Each paragraph heavily revolves around quoted or paraphrased evidence rather than being used intentionally to support the argument.

Row 4: Apply Conventions

The response earned **4** points for this row because it is generally clear and easy to understand; however, sometimes the response’s tone becomes colloquial. The response attributes sources accurately but doesn’t integrate or contextualize them. For example, Sources C and B are discussed as if they provided the same kind of evidence, even though Source C is an academic journal article, and Source B is a novel.

End-of-Course Exam
Part B: Synthesizing and Creating Evidence-Based Argument

Sample: C

1 Establish Argument Score: 2

2 Establish Argument Score: 2

3 Select and Use Evidence Score: 2

4 Apply Conventions Score: 2

Row 1: Establish Argument

The response earned **2** points for this row because it offers several sentences that provide a perspective, but this perspective is unclear. For example, in the second paragraph, the response suggests “If you have little kids that you dont want getting into places you would have to design your house around that” and in the final sentence it provides a different statement “if you are not making alot of money you probably wont be able to afford the biggest and nicest house.” The reader cannot ascertain whether the intended argument is about financial considerations or about raising children. Most of the commentary is the recapitulation of the provided sources.

Row 2: Establish Argument

The response earned **2** points for this row because there are several topical sentences with supporting paragraphs, but they are disconnected. The line of reasoning fails because each paragraph attempts to tackle a different topic about home. For example, the second paragraph contains the claim, “Home is whatever you make it its your plae to design and make it feel like home and also to raise your family there.” Paragraph three moves on to an unrelated claim “Some people might build a new house the same setup as there old house.” Overall, the commentary does not successfully link evidence to claims.

Row 3: Select and Use Evidence

The response earned **2** points for this row because evidence from multiple sources is used, but none supports the claims, for example here “... they do not get the loan and they are very sad and the kids are like no I have to leae my friends.” The response does not engage with the sources in a sustained manner, instead it repeats information from them (“Home is about these people who are moving out of there house. This document is a really sad and depressing topic these peopl are sitting on there deck in rocking chairs taking in the last bit of time that they have at there house that they are living at right now.”).

Row 4: Apply Conventions

The response earned **2** points for this row because it alludes to sources but there is no actual attribution. The response’s grammar and syntax disrupt the reader’s understanding and it relies on overly colloquial language (“they look at all the trees all the poles and the fence and they just think wow someone elses eyes will be looking at this stuff soon.”).