
AP[®] Seminar End-of-Course Exam

Sample Student Responses and Scoring Commentary Set 1

Inside:

Part B

- ☒ **Scoring Guidelines**
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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"> "Taking vacations is a lot of fun." Do not offer a perspective <ul style="list-style-type: none"> "Source A talks about power. Source C is a poem that talks about the women who won a Nobel prize." 	Examples that earn 2 points: Demonstrate a simplistic or mistaken understanding of the sources <ul style="list-style-type: none"> "Power suits are trendy again." Are dominated by summary <ul style="list-style-type: none"> "In different periods of the 20th century, when women have had to carry more of the economic burden, women's fashion trended towards broader shoulders." 	Examples that earn 4 points: Derive a perspective from a single source <ul style="list-style-type: none"> "Making decisions that are good for oneself, and others, is the best way of deciding how resources are used." (Source A) "Women should be able to express themselves through their choice of clothing, without fear of judgement." (Source B) "Powering through difficulty can be constructive and enable you to finish important work but can also be a destructive force." (Source C) "Younger generations have much less political and economic power than older generations, which is unfair." (Source D) Present a perspective that is trite, obvious, or overly general <ul style="list-style-type: none"> "Power corrupts." 	Examples of that earn 6 points: Offer an original perspective <ul style="list-style-type: none"> "Civics education and training should be provided in colleges to better prepare younger people for positions in government." "With increasingly more fashion options, men from younger generations have the opportunity to redefine the image of a powerful man through digital platforms." Offer an insightful perspective <ul style="list-style-type: none"> "Mobilizing resources during an emergency, especially when resources are scarce, may call for a leader's skillful use of power normally kept in reserve." "Women working in STEM fields should have separate professional organizations to lobby for equal pay." "As younger generations have been immersed in technology since birth, they are better prepared for working on digital platforms than older generations."
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			
Row 2 Establish Argument (0, 2, 4, or 6 points)	0 points Does not meet the criteria for 2 points.	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.	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.	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.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <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. Examples that earn 0 points: Are not related to the theme <ul style="list-style-type: none"> <i>"The weather is beautiful, and I would rather be outside."</i> Do not offer claims to establish a line of reasoning <ul style="list-style-type: none"> <i>"Baby boomers are about 20% of the population (Source D). Marie Curie died in 1934 (Source C). Shoulder pads for women were invented in the 1930s (Source B)."</i> 	Typical responses that earn 2 points: <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. Examples that earn 2 points: Often stack overly general summaries of the sources without linkage to claims <ul style="list-style-type: none"> <i>"Source A says that we have power and that we can use it for good or for bad. Source C is about a woman who gets harmed by holding a power source, and Source B is about fashion and power. Power is a problem."</i> 	Typical responses that earn 4 points: <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. Examples that earn 4 points: Often jump from one claim to the next without providing a clear, logical connection between the claims <ul style="list-style-type: none"> <i>"CEO and federal government positions are dominated by the Baby Boomer generation. Gen Z needs more entrepreneurs."</i> <i>"Sharing power with your family members is important. A leader is always more respected when they share their power with the people. Power can be abused or used with good effect."</i> Often provide less than clear linkage between material from a source and their arguments' claims <ul style="list-style-type: none"> <i>"Humans, in their quest to categorize and codify the world, largely agree on the idea of 'generations' (Source D). My parents are very different from my grandparents."</i> 	Typical responses that earn 6 points: <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. Examples that earn 6 points: Have a line of reasoning that is made explicit in logical transitions that connect arguments in a thoughtful manner <ul style="list-style-type: none"> <i>"Historically, women have had less access to positions of power. Nevertheless, women have always fought back in creative ways. For example, women have used fashion to dramatize their strength."</i> <i>"Ambition can lead a person to make discoveries that change the world, and the world is likely to honor that person with money, gratitude, and fame. Unfortunately, that same ambition may blind people to the harm they might cause themselves while pushing society forward."</i> Use insightful commentary to connect claims and evidence <ul style="list-style-type: none"> <i>"Fashion has always responded creatively to current events. From Source B, for example, we learn that shoulder pads were imported ingeniously into women's fashion during World War II when women showed their emerging power by working in factories and driving trucks."</i>

			<ul style="list-style-type: none">“When Source A asserts that ‘Power is, first of all, a capacity,’ it reminds us that people need not use their power in order to be seen as powerful.”
Additional Notes: <ul style="list-style-type: none">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			
	Typical responses that earn 0 points: <ul style="list-style-type: none"> Use only one of the provided sources. Do not make use of any of the provided sources. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Draw obviously mistaken conclusions from the sources. Mismatch claims and evidence. Offer evidence that has no bearing on the claims made. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Present evidence that adequately supports assertions. Use quotations or paraphrases that generally match the claims. Interpret the sources in a way that does not substantially contribute to the argument; may pull data or information from the sources but do not utilize that information in a thoughtful or insightful way. 	Typical responses that earn 6 points: <ul style="list-style-type: none"> Fully integrate the source materials into the argument and put the sources into conversation with one another. May use a source to clarify points made in a second source, or to make a contrasting point, which is woven into the argument. Present evidence invoked to support the writer's argument; the evidence is not the argument itself. Interpret the evidence in a way that adds substantially to the argument.
		Examples that earn 2 points: Draw mistaken conclusions from the sources <ul style="list-style-type: none"> <i>"In source A, they talk about power, proving that the best kind of power is when you get to force people to do stuff."</i> Mismatch claims and evidence <ul style="list-style-type: none"> <i>"Millennials hold a lot of cultural power (Source D) so they aren't rich. It's just how it goes because there are two kinds of power, power-with and power over (Source A)."</i> 	Examples that earn 4 points: Use quotations or paraphrases that generally match the claims <ul style="list-style-type: none"> <i>"Shoulder pads are about being visible and taking up space" (Source B). This means that women were trying to make sure that they were recognized."</i> <i>"In Source C, Rich writes that Madam Curie must have known that she was plagued by radiation sickness. People like Curie are usually aware of the risks they take to do something great."</i> 	Examples that earn 6 points: Provide a thoughtful reading of the sources in light of their context <ul style="list-style-type: none"> <i>"Adrienne Rich's poem 'Power' was published in 1978, when she felt the need to remind society that women, such as Nobel prize-winning scientist Marie Curie, have played a powerful role in our world's advancement."</i> Put sources in conversation with each other <ul style="list-style-type: none"> <i>"While baby boomers currently hold the most economic power (Source D), they would be wise to share their power with other generations when trying to solve problems because, as Source A indicates, 'power-with behavior tends to evoke more creative and robust solutions...'"</i>
	Additional Notes:			

Reporting Category	Scoring Criteria			
Row 4 Apply Conventions (0, 2, 4 or 6 points)	0 points Does not meet the criteria for 2 points.	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.	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.	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.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: <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.	Typical responses that earn 2 points: <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.	Typical responses that earn 4 points: <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.	Typical responses that earn 6 points: <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).
Examples that earn 0 points: Are off topic <ul style="list-style-type: none">“Laziness is a talent!”	Examples of that earn 2 points: Demonstrate writing that impedes understanding <ul style="list-style-type: none">“The power these guys do get is bad it’s like that at times you know things are getting wrong.” On multiple occasions, omit attribution and/or citation <ul style="list-style-type: none">“When handling harmful things, there are usually signs that serious trouble is coming. For example, before Marie Curie died from radiation sickness, she had cataracts in her eyes. We should pay attention to signals of worsening health.” Omit quotation marks <ul style="list-style-type: none">“Some people in the article called shoulder pads theatrical or over-the-top.”	Examples that earn 4 points: Demonstrate writing that may be awkward, wordy, or grammatically incorrect, but these flaws do not impede understanding <ul style="list-style-type: none">“From where the boss sits, If there is a situation in which it is right for a person to flex his power, it is okay for someone to do it as long as they do it a way that doesn’t make the other workers upset.”	Examples that earn 6 points: Demonstrate writing that is clear, concise, and compelling <ul style="list-style-type: none">“From shoulder pads to nuclear weapons, displays of power come in a multitude of forms. Of course, it’s one thing to wear a shoulder pad, and quite another to launch a nuclear weapon. Serious attention must be given to the difference between displaying power and using power.” Understand context of provided sources <ul style="list-style-type: none">“In her 1978 poem “Power,” Adrienne Rich looks back at the accomplishments of Marie Curie who died in 1934. From Rich’s perspective as a feminist in the last half of the 20th century, she understands the challenges that Curie faced as a woman of her time.”	

			Paraphrase and quote sources correctly <ul style="list-style-type: none">• <i>“According to Paul Atkins, “Power is like electricity,” which can be used for both good and bad purposes (Source A).”</i>
	Additional Notes:		

Sample A

It's an extremely common phenomenon that every generation scolds the culture, politics and lifestyle of those who come after them. Already with the rise of Gen Alpha, many of those from Generation Z have labeled this young generation as immature, lazy, and pervasively annoying. However, why are new generations always labeled this way? As identified by author Jeff Desjardins, of the *Visual Capitalist*, generations often are created through "Shared experiences and demographic shifts [which] add up to noteworthy similarities within cohorts" demonstrating the similarities between generations beyond simply age, as well as their unique skills (Source D). Due to this, it is more likely these generational feuds are primarily derived from misunderstanding and changing social climates between generations. Regardless, despite the diversity of demographics in the US, there is a strong lack of diversity within politics, with the Baby Boomer generation holding nearly 50% of power (Source D). For this reason, even though younger generations may have less experience regarding politics and economics, more demographic diversity should be included into both local and national systems of government as various demographic groups are the most knowledgeable regarding their needs, and younger generations may bring new and important ideas to attention.

As quoted from Miki Kashtan in an article by Paul Atkins of *ProSocial World*, in his article regarding power, power can be defined as "the capacity to mobilize resources to attend to needs" (Source A). However, how can political power be directed to the needs of problems which can only be understood by various demographic groups? In this same article, Atkins provides the idea of "Power with" others and the way by which politics are much more efficient when power is distributed specifically for the needs of others (Source A). However, the current state of American politics are not reflective at all of these ideals. In the past 20 years, there have been few presidents, or even candidates who do not fall into the Boomer or later generations. This idea is demonstrated by various graphs from the Generational Power Index, where Boomers control vastly more power than they represent with their population (Source D). Even though, as shown by Desjardins, the power of Generation X is beginning to rise, this still presents a scenario in which the oldest of generations existent has the most political power (Source D). Furthermore, the needs of these demographics are extremely different, especially in America. Various policies regarding education, healthcare, job security, and wealth distribution are likely to be viewed completely different by different demographic groups. Recently graduated college students in Generation Z for example, may have significantly more understanding regarding the state of American education versus anybody else. For this reason, the need for more involvement of various demographics can not be overstated if an America equally tailored to all groups of people is desired.

Furthermore, America itself is so powerful due to its constant push for increased diversity and acceptance, where new ideas are constantly provided. However, a similar push does not exist with age. Whereas age and experience are crucial to policies made by older generations, the innocence and perspective of young people is one that is valuable in its own way. As explained by Paul Atkins, the idea of power with others goes hand in hand with cooperation between groups (Source A). However, he also displays that when people cooperate and are

not forced into agreement, they "evoke more creative and robust solutions"(Source A). Currently, in American politics, despite promises of democracy, there exists a relationship in which demographics groups control power over others. While it is true that various generations do exact their power through different means such as culture or business, when it comes down to it, the power to facilitate changes, ultimately comes from political change in America. However, for some reason one's age directly correlates with one's authority in America. Even though, Millennials and in a smaller part Generation Z, are beginning to make up significantly higher portions of cultural and economic power as shown by the Generational Power Index, this experience and skill not shared with politics (Source D). Therefore, the unique skills of each generation are important in their own manner, and through equal representation of various groups, new and revolutionary ideas are bound to be created.

Regardless, it is true that the skills and knowledge understood by older generations is invaluable and their moral compass has been shaped by years of experience and observation. It is important to understand that the opinions of these individuals are important, yet when they make up the majority of decision making a problem occurs. Younger people and other generations, due to the unique circumstances of their development, also have unique and important contributions that need to be made in order to meet diverse needs in America. On the other hand, it is true that younger generations have the ability to represent themselves within voting, however oftentimes choose not to. However, in the pursuit of greater diversity within politics, pushes to motivate young people to participate in voting is a necessary problem to combat, and not one that can be ignored due to their lack of desire. Regardless, there are still limitations to this idea, as the youngest generations are not developed enough to be trusted with political power, and many have more important responsibilities such as education.

In conclusion, there only exists so much power to be distributed in America, and in order to make sure this power can flow to every person in America equally, pushes need to be made to diversify age demographics within politics. While older generations do have important wisdom and knowledge to bring to the table, the opinions of other generations are essential in order to meet the specific needs of various groups, and in incorporating various generations, it is likely new and creative solutions might be proposed through the synthesis of new and old.

Sample B

Power is something that is undeniably essential to everyone. It is something that can be used in many good and many bad forms. From the beginning of time, humans have been searching for power over everything. Over their families, friends, co-workers, and even animals. Power is something that people will never cease to look for.

"Miki Kashtan defines power as 'the capacity to mobilize resources to attend to needs'" (Source A). The amount of power that one has is directly relational to the amount of resources one is able to mobilize. It is the desire for one to utilize another for their own good that keeps us humans desperate for power. Many argue that power is a drug that can be used in detrimental ways if one has too much of it. When one has way too many "resources" that they do not need, they start to become indulgent in them. "Resources can be anything in our life-world" (Source A). Resources can be deemed as money, tools, relationships, skills or knowledge. It can be both outside ourselves or inside ourselves. However, it is the leading factor for the evil and battle in the world. One will use power in a bad form in order to power-over or rule over another.

Even though power is perceived as used in mostly bad forms, there are way that power is used in good forms. Power can be used as a way to stand up or fight for one's individual rights. For example, women used shoulder pads as a way to show their empowerment over our society. To women, "Shoulder pads gave an air or strength and confidence, juxtaposed against sultry tights and calf-accentuating heels" (Source B). The power that women used gave them a doorway to become furthur involved in our society. Women used them as a way to symbolize the shifting of gender roles. Women no longer had to be household wives, they could be allowed to "work in factories, fly planes, drive trucks, and serve in the armed forces" (Source B). In this case, women used power to give them the drive to freedom. Leading generations of people after them to have the opportunity to have a better life. Showing how power can be used in a good form to promote problems in gender inequality.

"She died a famous woman denying her wounds denying her wounds came from the same source as her power" (Source C). Another way that power was used in a good form is through the stroy of Marie Curie. Curie' research on radioactivity led to a historic discovery of polonium and radium. In addition, her research furthured the development of X-rays and radiation therapy for cancer treatment. Her work in the medical field was what led her to be the first woman to win a Nobel Prize and the first person to win the award twice. However, during her work for cancer treatment, she was exposed to high levels of radiation which most likely led to her death due to aplastic anemia. Curie's courage to use her wounds as a source of her power led to many breakthrough discoveries in the medical field. When power is used in the right form, it can lead to many lives being saved.

Whether we like it or not, power will be around as long as there are living things around. It is natural for one to want power and control, but it is the use of that same power which will shape the lives of every living thing.

Sample C

Sources B and D both provide the idea of how each generation's historical context is influenced by the past generations.

This is first shown in source B where the author talks about how shoulder pads have always been apart of woman hood and how meaning has change over time, with it first becoming protective gear for males with a meaning of higher power who those who wore shoulder pads. Over time around the 1930's it was influence for woman to wear them as a sign and feeling of strength and confidence against male-dominated spaces. The changing of the meaning reshaped not only how woman are view but also giving them more opportunities in jobs like "factorys, fly planes, drive trucks and serve in the armed force." this little change also changed the system of how the economic power for the future generations

In source D it talks about how each generation's view point are shaped by the culture experience and the economic power depending of the generation. when the author states "any given generation takes the opportunity to shape the society around them, bending both political and economic structures to align with their values" connects back to source B and the change of meaning of shoulder pads and how it changed history for woman opening doors for later generations.

Another connection is when in source D talks about how baby boomers and how they lived at a times there they had to open doors for them self. Which connects to the source B for when after the author gives a description of the changes made in woman opportunity in job industry then talks about shoulder pads and their rebound so woman can retake power on what's right just like past generations. This connecting both resources D and B to how they both influence the idea of how each generation is influenced by past generations.

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

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses* on [AP Central](#).

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 a unique perspective that is thematically connected to the sources: "...despite the diversity of demographics in the US, there is a strong lack of diversity within politics, with the Baby Boomer generation holding nearly 50% of power (Source D). For this reason, even though younger generations may have less experience regarding politics and economics, more demographic diversity should be included into both local and national systems of government as various demographics groups are the most knowledgeable regarding their needs, and younger generations may bring new and important ideas to attention." The response successfully considers the ideas from Source A concerning power and the data from Source D concerning disproportionate political power in older generations to formulate an original perspective.

Row 2: Establish Argument

The response earned **6** points for this row because of the clear line of reasoning and the thorough and convincing commentary. The response first presents the claim that in order to meet the needs of various demographics in the U.S., there needs to be representation from various generations. The response then transitions to the claim that a strength in the U.S. is innovation and that age groups have different experiences and skills that can imagine new ideas. The response then presents a counterargument acknowledging that the experience of older generations also has value but reiterates that younger generations need to be encouraged to be engaged to represent their various and unique needs. The response provides clear commentary that drives the argument. For example, following evidence from Source A that asserts that cooperation between groups is an effective use of power, it also identifies that it's common for cooperation to be forced, and therefore not in the interest of all groups; the response says, "Currently, in American politics, despite promises of democracy, there exists a relationship in which demographics groups control power over others. While it is true that various generations do exact their power through different means such as culture or business, when it comes down to it, the power to facilitate changes, ultimately comes from political change in America. However, for some reason one's age directly correlates with one's authority in America."

Row 3: Select and Use Evidence

The response earned **6** points for this row because the evidence is specific and relevant to the argument, and sources are synthesized effectively. For example, in the second paragraph the response uses ideas from Source A about how power can be used as a basis to discuss how different groups will use their power to address needs that are in their interest. The response then backs up the argument with data from Source D that shows that older generations hold disproportionate power and discusses how this could be problematic in addressing the needs of younger generations.

End-of-Course Exam

Part B: Synthesizing and Creating Evidence-Based Argument (continued)

Row 4: Apply Conventions

The response earned **6** points for this row because the language and use of phrasing enhance the response consistently. Not only does the response demonstrate control of language, it also appropriately integrates and cites sources. For example, “As identified by author Jeff Desjardins, of the *Visual Capitalist*, generations often are created through ‘Shared experiences and demographic shifts [which] add up to noteworthy similarities within cohorts’ demonstrating the similarities between generations beyond simply age, as well as their unique skills (Source D). Due to this, it is more likely these generational feuds are primarily derived from misunderstanding and changing social climates between generations.”

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, power is essential to everyone, and establishes a perspective, “Power is something that people will never cease to look for.” However, this perspective is overly general.

Row 2: Establish Argument

The response earned **4** points for this row because the line of reasoning, while not always clearly signposted at the beginning of paragraphs, is organized enough to follow. For example, “It is the desire for one to utilize another for their own good that keeps us humans desperate for power.” and “Power can be used as a way to stand up or fight for one’s individual rights.” These claims support the response’s main argument that people never cease to look for power. The commentary provided explains a link between the evidence and the claim. For example: “In this case, women used power to give them the drive to freedom. Leading generations of people after them to have the opportunity to have a better life. Showing how power can be used in a good form to promote problems in gender inequality.” The explanation is clear and reasonable but doesn’t quite match the claim pertaining to individuals’ rights, however, the reader can discern the connection between fighting for individual rights and the idea of power being used to fight for “good”, such as equity.

Row 3: Select and Use Evidence

The response earned **4** points for this row because it does include relevant information from at least two sources to support the argument. The response isolates the sources with the use of Source A in the second paragraph, Source B in the third paragraph, and Source C in the fourth paragraph. Each source is used to discuss ways that power can be used to promote positive change. However, the ideas from sources are never in conversation or linked beyond being examples of power being used for good.

Row 4: Apply Conventions

The response earned **4** points for this row because the writing style is consistent and adequate. The basic meaning is conveyed with minimal interference for the reader. For example, “When one has way too many “resources” that they do not need, they start to become indulgent in them.” or “However, it is the leading factor for the evil and battle in the world. One will use power in a bad form in order to power-over or rule over another.” The response attributes information from the sources accurately but does not provide context when it would have made the relevance of the evidence clearer to the reader.

End-of-Course Exam**Part B: Synthesizing and Creating Evidence-Based Argument (continued)****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 states a simplistic understanding of the sources: “each generations historical context is inflence by the pass generations.” The perspective is unclear, but the statement is connected to the sources.

Row 2: Establish Argument

The response earned **2** points for this row because it lacks commentary and fails to establish a line of reasoning as it is dominated by summary of sources with no connection to an argument. For example, “In source D it talks about how how each generations view piont are shaped by the cutlure experience and the economic power depending of the geration.”

Row 3: Select and Use Evidence

The response earned **2** points for this row because it does use information from two sources, but it misinterprets information from Source B when it states that “The chaging of the menaing reshaped not only how woman are view but also giveing them more oppityeys in jobs like ‘actorys, fly planes, dive trucks and surve in the armed force.” Additionally, it draws mistaken conclusions about how the sources connect. For example, “Another connection is when in sorce D talks about how baby boomers and how they lived at a times there they had to opend doors for them self. Which connects to the socruse B for when affter the suther gives a discription of the changes made in woman oppitey in job industry then talks about shoulder pads and thier rebound so woman can retake power on whats right just like pass gerations.”

Row 4: Apply Conventions

The response earned **2** points for this row because it contains many flaws in grammar that interfere with communication. For example, “This is first shown in source B where the auther talks about the how shoulder pads have always been aprt of woman hood and how meaning has change over time, with it first becomeing protective gear for males with a meaning of higher power who those who wore shoulder pads...” and “...this little change also changed the systume of how the economic power for the futher generations”.