AP

AP® Seminar
End-of-Course Exam

Scoring Guidelines
Set 1

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End-of-Course Exam: Part A   15 points

General Scoring Notes
- When applying the scoring guidelines, you should award the score according to the preponderance of evidence (i.e. best fit).
- Except where otherwise noted, each row is scored independently.

0 (Zero)
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.

Question 1: Argument, main idea, or thesis
3 points

Reporting Category	Scoring Criteria			
Row 1 Understand and Analyze Argument (0-3 points)	**0 points** Does not meet the criteria for one point.	**1 point** The response misstates the author's argument, main idea, or thesis.	**2 points** The response identifies, in part and with some accuracy, the author's argument, main idea, or thesis.	**3 points** The response accurately identifies the author's argument, main idea, or thesis.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: ● Are irrelevant to the argument (do not even relate to the topic or subject of the text)	**Typical responses that earn 1 point:** ● Misidentify the main argument or provide little or no indication of understanding of any part of the main argument. ● Just state the topic of the argument. ● Restate the title or heading.	**Typical responses that earn 2 points:** ● Accurately identify only part of the argument (part is omitted or is overgeneralized). ● Describe all parts, but either vaguely or with some inaccuracy.	**Typical responses that earn 3 points:** ● Correctly identify all of the main parts of the argument. ● Demonstrate understanding of the argument as a whole.
		Examples that earn 1 point: **Misidentify the main argument** ● *"Parents should spend more time with their kids."* **Restate the title or heading** ● *"Paid parental leave is important."*	**Examples that earn 2 points** **Identify only part of the argument** ● *"Paid parental leave is needed in US because unpaid leave is not sufficient for many people as they can't afford it."* **Describe all parts, but either vaguely or with some inaccuracy** ● *"America should have paid leave because it is good for the whole family and not everyone gets it."*	**Examples that earn 3 points:** **Include all parts of the argument** ● *"The United States should have a policy of paid parental leave because not everyone has access to unpaid leave or can afford it, and the benefits to mother and baby are huge."*

Additional Notes:

The argument/thesis has three main parts:

1. America should have paid parental leave. (A response must discuss geographic location of United States or America.) (In place of parental leave, also accept maternal leave, paternal leave, family leave, or any other wording that is specific to paid work leave taken after having a child.)

2. Current unpaid leave policies disadvantage some groups OR disadvantaged groups would benefit from paid leave policies. (Accept: underprivileged groups/families, parttime workers, groups with limited/unavailable access to paid leave, unpaid/FMLA leave, or any similar wording.)

3. Paid parental leave has benefits for the mother, father, child, and/or family. (A response must reference a specific stakeholder or group.) (In place of a broad mention of benefits, also accept specific examples such as mental health, physical health, and/or cognitive impacts.)

Question 2: Explain line of reasoning   6 points

Reporting Category	Scoring Criteria			
Row 2 Understand and Analyze Argument (0, 2, 4 or 6 points)	**0 points** Does not meet the criteria for two points.	**2 points** The response correctly identifies at least one of the author's claims.	**4 points** The response provides a limited explanation of the author's line of reasoning by accurately identifying some of the claims AND identifying the connections or acknowledging a relationship among them.	**6 points** The response provides a thorough explanation of the author's line of reasoning by identifying relevant claims and clearly explaining connections among them.
	Decision Rules and Scoring Notes			
	Typical responses that earn 0 points: ● Do not identify any claims accurately.	**Typical responses that earn 2 points:** ● Accurately identify only one claim. OR ● Identify more than one claim, but make no reference to connections between them.	**Typical responses that earn 4 points:** ● Accurately identify some claims but there are some significant inaccuracies or omissions. AND ● Provide few or superficial connections between claims (demonstrating a limited understanding of the reasoning).	**Typical responses that earn 6 points:** ● Accurately identify most of the claims. AND ● Clearly explain the relationships between claims (including how they relate to the overall argument).

Additional Notes:

● A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this.

Author's claims:

1. The US does not offer universal paid parental leave as many other countries do (workers are guaranteed only unpaid leave through FMLA). (Provides context for the argument, why it's a problem.)

2. Many people can't afford to take unpaid leave and many don't qualify for it. (Explains why the current situation is a problem.)

3. Mothers fare better when they have paid time off after giving birth. (Reason in support of argument.)

4. Parental leave policies are linked with better mental health. (Reason in support of argument.)

5. Underprivileged families may benefit most from parental leave policies (but are often ineligible). (Reason in support of argument.)

6. Offering leave to fathers can help develop parental instincts and benefits the whole family. (Reason in support of argument.)

7. Paid leave is often hard for fathers to obtain. (Reason in support of argument.)

8. Paid maternal leave is associated with health and cognitive benefits for the child. (Accept: lower infant mortality rates, long-term benefits related to breastfeeding, better language skills, and/or fewer infant behavioral problems.) (Reason in support of argument.)

9. Resources and time for families after childbirth really matter (Conclusion).

Question 3: Evaluate effectiveness of the evidence   6 points

Reporting Category	Scoring Criteria			
Row 3 Evaluate Sources and Evidence (0, 2, 4 or 6 points)	**0 points** Does not meet the criteria for two points.	**2 points** The response identifies little evidence. It makes a superficial reference to relevance and/or credibility but lacks explanation.	**4 points** The response explains various pieces of evidence in terms of credibility and relevance, but may do so inconsistently or unevenly.	**6 points** The response evaluates the relevance and credibility of the evidence and thoroughly evaluates how well the evidence is used to support the author's argument.
	Decision Rules and Scoring Notes			

	Typical responses that earn 0 points:
	● Misidentify evidence or exclude evidence from the response.
	AND
	● Provide no evaluative statement about effectiveness of evidence.
		Typical responses that earn 2 points:
		● Identify at least one piece of evidence (or source of evidence) but disregard how well it supports the claims.
		OR
		● Offer broad statements about how well the evidence supports the argument without referencing ANY specific evidence.
			Typical responses that earn 4 points:
			● Provide a vague, superficial, or perfunctory assessment of how well at least two pieces of evidence support the argument.
			OR
			● Explain the relevance of evidence or credibility of sources presented, but explanations lack detail.
				Typical responses that earn 6 points:
				● Provide detailed evaluation of how well the evidence presented supports the argument by
				  ● Evaluating the strengths and/or weaknesses of the evidence.
				AND
				  ● Evaluating the relevance of specific evidence, and credibility of sources of the specific pieces of evidence presented.

Additional Notes:
● A response may evaluate sources and evidence in the second part (Row 2), and/or analyze the argument in the third part (Row 3). Credit should be awarded for this.
● Responses which solely evaluate sources of information and not specific pieces of evidence presented from those sources cannot score 6 for Row 3.

Summary of Evidence

Source (as provided in text)	Credibility	Evidence/Relevance to claims
No source provided	No source	*"the United States remains one of just six countries worldwide that do not offer paid parental leave."* Provides context for the argument and proves the issue is related to the United States specifically.
Darby Saxbe, PhD.	An associate professor of psychology at the University of Southern California who studies family environments and transitions	*"We have this whole abundance of child development research about the importance of early attachment, but our policies aren't lining up with that"* Supports idea that the current policy is a problem (many people can't afford to take unpaid leave). *"We develop responses to our babies because we're in charge of them, not because moms are perfectly designed to be the primary caregiver"* Supports claim that offering leave to fathers can help develop parental instincts.
Family and Medical Leave Act (FMLA), 1993	United States law that governs the current policy	*"Without [paid family leave], workers are guaranteed only unpaid leave—up to 12 weeks without losing their jobs—through the Family and Medical Leave Act (FMLA), passed in 1993."* Supports the idea that the current policy is a problem (many people can't afford to take unpaid leave).
Employee and Worksite Perspectives of the Family and Medical Leave Act, Abt Associates, 2020	No information provided about Abt Associates	*…about 44% of U.S. workers don't even qualify for benefits through FMLA, which excludes smaller employers and many part-time workers.* Supports idea that the current policy is a problem (many do not have access to it).
Jou, J., et al., *Maternal and Child Health Journal*, Vol. 22, 2018	Peer-reviewed journal	*…including a 51% decrease in the risk of rehospitalization* Supports claim mothers fare better when they have paid time off after giving birth.
Bullinger, L. R*., Journal of Health Economics*, Vol. 66, 2019; Feldman, R., et al., *Journal of Applied Developmental Psychology*, Vol. 25, No. 4, 2004	No author credibility Peer-reviewed journals	*Women who aren't able to take as much time off—especially those who return to work in under 2 months—face more depressive symptoms and more marital and self-esteem problems.* Supports claim parental leave policies are also linked with better mental health.

Stearns, J., *Journal of Health Economics*, Vol. 43, 2015	Peer-reviewed journal	*…starting with better birth outcomes, including fewer early term births, possibly owing to decreased stress during pregnancy.* Supports claim that underprivileged families may benefit most from parental leave policies.
U.S. Bureau of Labor Statistics Racial and Ethnic Disparities in Access To and Use of Paid Family and Medical Leave*," Monthly Labor Review*, 2019	Data gathered by U.S. government	*…data indicate that about 47% of White parents, 41% of Black parents, and just 23% of Hispanic parents have access to paid leave.* Supports claim that underprivileged families may benefit most from parental leave policies.
An Israeli study Riem, M. M. E., et al., *Psychoneuroendocrinology*, Vol. 132, 2021	Peer-reviewed journal Randomized, controlled trial	*…first-time fathers, those who carried their babies in a soft carrier attached to their bodies showed more amygdala activity when they heard babies crying than those who used a [car seat] carrier.* Supports claim that offering leave to fathers can help develop parental instincts.
Marian Bakermans-Kranenburg, PhD	a professor of neurobiological and environmental determinants of parenting and child development at Vrije Universiteit Amsterdam	*"This strongly suggests that it does not matter who you are, but it does matter what you do."* Supports claim that offering leave to fathers can help develop parental instincts and benefits the whole family.
Persson, P., & Rossin-Slater, M., *NBER Working Paper No. 25902*, 2019		*Following a Swedish policy reform that increased fathers' ability to stay home, mothers had fewer physical health complications and were less likely to take prescription medications for anxiety.* Supports the claim that offering leave to fathers can help develop parental instincts and benefits the whole family.
Wong, E., et al., *Journal of Social Policy*, Vol. 49, No. 3, 2020	Peer-reviewed journal	*…paid leave is even harder for fathers to obtain, which particularly harms same-sex male couples.* Supports claim paid leave is often hard for fathers to obtain.
Khan, M. S., *Child and Youth Services Review*, Vol. 116, 2020; Choudhury, A. R., & Polachek, S. W., *Vaccine*, Vol. 39, No. 21, 2021	Peer-reviewed journal	*Paid leave is associated with lower infant mortality rates and higher rates of vaccination, especially for families below the poverty line.* Supports claim that paid leave is associated with lower infant mortality rates.
Paid Family Leave: A Crucial Support for Breastfeeding, CLASP		*Women with access to more paid leave also breastfeed more, which can boost a child's immunity and development.* Supports claim that women with access to more paid leave also breastfeed more which can have longer term benefits to child health.

Lichtman-Sadot, S., & Bell, N. P., *Journal of Policy Analysis and Management*, Vol. 36, No. 4, 2017	Peer-reviewed journal	*Improvements in child physical health carry through at least until elementary school.* Supports claim that women with access to more paid leave also breastfeed more which can have longer term benefits to child health.
Natalie H. Brito, PhD	An assistant professor of applied psychology at New York University	*…patterns of infant electroencephalogram (EEG) activity were different across paid and unpaid leave groups, even when controlling for income, education, occupation, perceived stress, and other factors.* Supports claim paid maternal leave is associated with more mature early cognitive functioning (including better language skills and fewer infant behavioral problems.)
Kozak, K., et al., *Infancy*, Vol. 26, No. 4, 2021	Peer-reviewed journal	*…paid leave is associated with better language skills in toddlers and fewer infant behavioral problems for mothers with less education.* Supports claim paid maternal leave is associated with more mature early cognitive functioning (including better language skills and fewer infant behavioral problems.)
Berger, L. M., et al., *The Economic Journal*, Vol. 115, No. 501, 2005; Brooks-Gunn, J., et al., *Child Development*, Vol. 73, No. 4, 2002	Peer-reviewed journal	*Further studies suggest that longer maternal leaves are linked to fewer cognitive and behavioral problems, even when controlling for factors like the quality of child care and the home environment.* Supports claim paid maternal leave is associated with more mature early cognitive functioning (including better language skills and fewer infant behavioral problems.)

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: • 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:** • 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:** • 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:** • 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** • *"Taking vacations is a lot of fun."* **Do not offer a perspective** • *"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** • *"Power suits are trendy again."* **Are dominated by summary** • *"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** • *"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** • *"Power corrupts."*	**Examples of that earn 6 points:** **Offer an original perspective** • *"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** • *"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: • 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: • 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.	**Typical responses that earn 2 points:** • 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.	**Typical responses that earn 4 points:** • 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.	**Typical responses that earn 6 points:** • 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 0 points: **Are not related to the theme** • *"The weather is beautiful, and I would rather be outside."* **Do not offer claims to establish a line of reasoning** • *"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)."*	**Examples that earn 2 points:** **Often stack overly general summaries of the sources without linkage to claims** • *"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."*	**Examples that earn 4 points:** **Often jump from one claim to the next without providing a clear, logical connection between the claims** • *"CEO and federal government positions are dominated by the Baby Boomer generation. Gen Z needs more entrepreneurs."* • *"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."* **Often provide less than clear linkage between material from a source and their arguments' claims** • *"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."*	**Examples that earn 6 points:** **Have a line of reasoning that is made explicit in logical transitions that connect arguments in a thoughtful manner** • *"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."* • *"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."* **Use insightful commentary to connect claims and evidence** • *"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."*

			• *"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:
- 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: • Use only one of the provided sources. • Do not make use of any of the provided sources.	**Typical responses that earn 2 points:** • 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:** • 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:** • 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** • *"In source A, they talk about power, proving that the best kind of power is when you get to force people to do stuff."* **Mismatch claims and evidence** • *"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)."*	**Examples that earn 4 points:** **Use quotations or paraphrases that generally match the claims** • *"'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."* • *"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."*	**Examples that earn 6 points:** **Provide a thoughtful reading of the sources in light of their context** • *"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."* **Put sources in conversation with each other** • *"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…"*
	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: • 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:** • 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:** • 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:** • 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** • *"Laziness is a talent!"*	**Examples of that earn 2 points:** **Demonstrate writing that impedes understanding** • *"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** • *"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** • *"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** • *"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** • *"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** • *"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 • *"According to Paul Atkins, "Power is like electricity," which can be used for both good and bad purposes (Source A)."*
	Additional Notes:		