

AP

 **CollegeBoard**

AP[®] English Language and Composition

**2020 Free-Response Scoring Guidelines
applied to 2019 Exam Questions**

AP English Language and Composition

2020 Free-Response Scoring Guidelines (applied to 2019 questions)

Question 1: Synthesis Essay

6 points

In response to our society's increasing demand for energy, large-scale wind power has drawn attention from governments and consumers as a potential alternative to traditional materials that fuel our power grids, such as coal, oil, natural gas, water, or even newer sources such as nuclear or solar power. Yet the establishment of large-scale, commercial-grade wind farms is often the subject of controversy for a variety of reasons.

Carefully read the six sources, found on the [AP English Language and Composition 2019 Exam \(Question 1\)](#), including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the most important factors that an individual or agency should consider when deciding whether to establish a wind farm.

Source A (photo)

Source B (Layton)

Source C (Seltenrich)

Source D (Brown)

Source E (Rule)

Source F (Molla)

In your response you should do the following:

- Respond to the prompt with a thesis presents a defensible position.
- Select and use evidence from at least 3 of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis (0-1 points)</p> <p>4.B</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position must be inferred or is vague. Equivocate or summarize other’s arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad). State an obvious fact rather than making a claim that requires a defense. 		
<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt by developing a position on the most important factors that should be considered when deciding whether to establish a wind farm, rather than restate or rephrase the prompt. Clearly takes a position rather than just stating that there are pros/cons. 		
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> <i>“The establishment of large-scale wind farms are often the subject of controversy.”</i> <p>Address the topic of the prompt, but do not take a position</p> <ul style="list-style-type: none"> <i>“The use of wind turbines for power has many benefits and also many potential disadvantages. All of these things should be considered when establishing a wind farm.” [Sample H]</i> <p>Present a thesis that does not respond to the prompt</p> <ul style="list-style-type: none"> <i>“Today, there are over 800 wind turbines in America. But, is this source of energy a good way to go? Wind turbines tend to have many harmful affects, and do more harm than good.” [Sample HH]</i> <p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> <i>“The most important factors that an individual or agency should consider when deciding whether to establish a wind farm are the noise impacts, the alteration of landscapes, and the cost of the wind farms.” [Sample L]</i> <i>“As wind farms continue to proliferate all across the United States, the individuals and agencies establishing and supporting them ought to carefully ponder wind farms’ effects on local national economies and human comfort/quality of life as their most important considerations.” [Sample LL]</i> <i>“Agencies looking to establish wind farms should consider the geographic location of their potential wind farm and its vicinity to resident communities, in order to avoid stirring up more controversy in society’s debate on how to settle an increasingly demanding appetite for energy.” [Sample A]</i> <p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the sources must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0-4 points)</p> <p>2.A</p> <p>4.A</p> <p>6.A</p> <p>6.B</p> <p>6.C</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence from or references at least two of the provided sources.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides evidence from or references at least three of the provided sources.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary or description of sources rather than specific details. [Sample G] 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. [Sample HH] May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. [Sample E] 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the sources to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. [Sample II] Commentary may fail to integrate some evidence or fail to support a key claim. [Sample L] 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. [Sample A] Focus on the importance of specific words and details from the sources to build an argument. [Sample TT] Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. [Sample LL] 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
<p>2.A 4.C 6.B 8.A 8.B 8.C</p>	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. <i>[Sample LL]</i> Articulating the implications or limitations of an argument (either the student’s argument or arguments conveyed in the sources) by situating it within a broader context. <i>[Sample LL] [Sample A] [Sample II]</i> Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument throughout the response. <i>[Sample LL]</i> Employing a style that is consistently vivid and persuasive. <i>[Sample LL] [Sample A]</i>
	<p>Additional Notes:</p> <ul style="list-style-type: none"> This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 	

Question 2: Rhetorical Analysis

6 points

In 1930 Mohandas “Mahatma” Gandhi led a nonviolent march in India protesting Britain’s colonial monopoly on and taxation of an essential resource: salt. The Salt March, as it came to be known, was a triggering moment for the larger civil disobedience movement that eventually won India independence from Britain in 1947. Shortly before the Salt March, Gandhi had written to Viceroy Lord Irwin, the representative of the British crown in India. The passage, found on the [AP English Language and Composition 2019 Exam \(Question 2\)](#), is the conclusion of that letter. Read the passage carefully. Write an essay that analyzes the rhetorical choices Gandhi makes to convey his message to Lord Irwin.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis (0-1 points)</p> <p>1.A</p> <p>4.B</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Gandhi makes to present his case to Lord Irwin.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> “Gandhi sent a letter to the representative of the British crown in India.” “Gandhi uses rhetorical strategies in his letter to present his case to Lord Irwin.” <p>Make a claim, but do not address the writer’s rhetorical choices</p> <ul style="list-style-type: none"> “Ghandhi’s non-violent personality is a rhetorical device all unto itself. It makes him look far more approachable to the receiver of the letter.” [Sample TT] <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> “In lines 63 – 72 the letter states Gandhi would like to discuss it” 		<p>Examples that earn this point:</p> <p>Present a defensible thesis that analyzes the writer’s rhetorical choices</p> <ul style="list-style-type: none"> “Throughout his letter, Gandhi applies a conciliatory, yet forceful tone, he places the blame onto the British, and he continually repeats his plan for the march in order to convince the British to reverse their policies before he acts.” [Sample PP] “By describing the British control of Indian commerce as greedy and misguided, clearly asserting the peaceful nature of the protest, and offering to negotiate with Viceroy Lord Irwin, Gandhi makes the case that his nonviolent protests stand up for the good of mankind against the tyranny of the British.” [Sample SS] “In the letter to Lord Irwin by Gandhi, the author expresses his desire for a nonviolent end to the Salt Laws Britain has imposed on India. Through the use of his impeccable word choice, flash back to the year of 1919, and the use of a metaphorical weapon, Gandhi wishes to move his audience to understand that what he is proposing is not a threat, but a duty he must fulfill.” [Sample E]
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. For a thesis to be defensible, the passage must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn’t do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0-4 points)</p> <p>1.A</p> <p>2.A</p> <p>4.A</p> <p>6.A</p> <p>6.B</p> <p>6.C</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides some specific relevant evidence.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how multiple rhetorical choices in the passage contribute to the writer’s argument, purpose, or message.</p>
Decision Rules and Scoring Notes					
<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no textual references or references that are irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary or description of a passage rather than specific details or techniques. <i>[Sample LL]</i> Mention rhetorical choices with little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. <i>[Sample E]</i> May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. <i>[Sample T]</i> 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. <i>[Sample J]</i> 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. <i>[Sample SS]</i> Explain how the writer’s use of rhetorical choices contributes to the student’s interpretation of the passage. <i>[Sample PP]</i> 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
Decision Rules and Scoring Notes		
<p>2.A 4.C 6.B 8.A 8.B 8.C</p>	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. Oversimplify complexities in the text. Use complicated or complex sentences or language that are ineffective because they do not enhance their analysis. 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation). <i>[Sample PP]</i> Explaining a purpose or function of the passage’s complexities or tensions. <i>[Sample SS]</i> Employing a style that is consistently vivid and persuasive. <i>[Sample SS]</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 		

Question 3: Argument Essay

6 points

The term “overrated” is often used to diminish concepts, places, roles, etc. that the speaker believes do not deserve the prestige they commonly enjoy; for example, many writers have argued that success is overrated, a character in a novel by Anthony Burgess famously describes Rome as a “vastly overrated city,” and Queen Rania of Jordan herself has asserted that “[b]eing queen is overrated.”

Select a concept, place, role, etc. to which you believe that term “overrated” should be applied. Write an essay that argues your position.

In your response you should do the following:

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

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p> <p>4.B</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position is vague or must be inferred. State an obvious fact rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt by selecting a concept, place, role, etc. to which the term “overrated” should be applied rather than restate or rephrase the prompt. Clearly takes a position rather than just stating that there are pros/cons.
<p>Examples that do not earn this point:</p> <p>Do not take a position</p> <ul style="list-style-type: none"> <i>The label overrated is all about opinion, you chose what happens and what don't.</i> [Sample MM] <p>Address the topic of the prompt but are not defensible – it is an obvious fact stated as a claim</p> <ul style="list-style-type: none"> <i>“Many things are overrated in our society.”</i> 		<p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt</p> <ul style="list-style-type: none"> <i>“While the Electoral College was created in the name of equality for smaller states, it is ultimately overrated because it undercuts the popular vote, it is an archaic practice that is unsuitable for the modern era.”</i> [Sample W] <i>“The concept of wealth is overrated as those who do and don't have financial problems are both capable of experiencing joy and happiness”</i> [Sample KK] <i>“From a young age, we are told to be unique and to stand out, and it's okay to be different. However, as time progressed, being different snowballed into ingenuity. Nowadays, people try too hard to be different to the point where it has become overrated.”</i> [Sample GG]
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point. A thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0-4 points)</p> <p>2.A</p> <p>4.A</p> <p>6.A</p> <p>6.B</p> <p>6.C</p>	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides some specific relevant evidence.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
	Decision Rules and Scoring Notes				
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent or do not address the prompt. • May be just opinion with no evidence or evidence that is irrelevant. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary of evidence rather than specific details. [Sample VV] 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Consist of a mix of specific evidence and broad generalities. • May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. [Sample RR] • May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. • Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established. [Sample KK] 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details to build an argument. • Organize an argument as a line of reasoning composed of multiple supporting claims. [Sample E] • Commentary may fail to integrate some evidence or fail to support a key claim. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific details to build an argument. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. [Sample AA]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</p>
<p>2.A 4.C 6.B 8.A 8.B 8.C</p>	<p>Decision Rules and Scoring Notes</p>	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. <i>[Sample AA] [Sample W]</i> Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by situating it within a broader context. <i>[Sample W]</i> Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. Employing a style that is consistently vivid and persuasive. <i>[Sample AA] [Sample W]</i>
	<p>Additional Notes:</p> <ul style="list-style-type: none"> This point should be awarded only if the sophistication of thought or complex understanding is part of the student’s argument, not merely a phrase or reference. 	