

## Scoring Rubric for Question 1: Synthesis Essay (6 points)

Reporting Category	Scoring Criteria				
<p><b>Row A</b> <b>Thesis</b> <b>(0-1 points)</b></p> <p><b>4.B</b></p>	<p><b>0 points</b></p> <p>For any of the following:</p> <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>			<p><b>1 point</b></p> <p>Responds to the prompt with a thesis that presents a defensible position.</p>	
<p><b>Row B</b> <b>Evidence</b> <b>AND</b> <b>Commentary</b> <b>(0-4 points)</b></p> <p><b>2.A</b> <b>4.A</b> <b>6.A</b> <b>6.B</b> <b>6.C</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b> Provides evidence from or references at least two of the provided sources.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student's argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b> Provides evidence from or references at least three of the provided sources.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> 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><b>3 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.</p>	<p><b>4 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.</p>
<p><b>Row C</b> <b>Sophistication</b> <b>(0-1 points)</b></p> <p><b>2.A</b> <b>4.C</b> <b>6.B</b> <b>8.A</b> <b>8.B</b> <b>8.C</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></p> <p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p> <p><b>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:</b></p> <ol style="list-style-type: none"> <li>Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources.</li> <li>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.</li> <li>Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol> <p><i>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.</i></p>			

## Scoring Rubric for Question 2: Rhetorical Analysis (6 points)

Reporting Category	Scoring Criteria				
<b>Row A</b> <b>Thesis</b> <b>(0-1 points)</b> <b>1.A</b> <b>4.B</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>			<b>1 point</b> Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.	
<b>Row B</b> <b>Evidence AND Commentary</b> <b>(0-4 points)</b> <b>1.A</b> <b>2.A</b> <b>4.A</b> <b>6.A</b> <b>6.B</b> <b>6.C</b>	<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  <b>AND</b>  <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student’s argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence.  <b>AND</b>  <b>COMMENTARY:</b> 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.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.  <b>AND</b>  Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  <b>AND</b>  <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.  <b>AND</b>  Explains how multiple rhetorical choices in the passage contribute to the writer’s argument, purpose, or message.
<b>Row C</b> <b>Sophistication</b> <b>(0-1 points)</b> <b>2.A</b> <b>4.C</b> <b>6.B</b> <b>8.A</b> <b>8.B</b> <b>8.C</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation. <b>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:</b> <ol style="list-style-type: none"> <li>Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).</li> <li>Explaining a purpose or function of the passage’s complexities or tensions.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol> <p><i>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.</i></p>			

## Scoring Rubric for Question 3: Argument Essay (6 points)

Reporting Category	Scoring Criteria				
<p><b>Row A</b></p> <p><b>Thesis</b></p> <p><b>(0-1 points)</b></p> <p><b>4.B</b></p>	<p><b>0 points</b></p> <p>For any of the following:</p> <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>			<p><b>1 point</b></p> <p>Responds to the prompt with a thesis that presents a defensible position.</p>	
<p><b>Row B</b></p> <p><b>Evidence</b></p> <p><b>AND</b></p> <p><b>Commentary</b></p> <p><b>(0-4 points)</b></p> <p><b>2.A</b></p> <p><b>4.A</b></p> <p><b>6.A</b></p> <p><b>6.B</b></p> <p><b>6.C</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b></p> <p>Provides evidence that is mostly general.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <p>Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides some specific, relevant evidence.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <p>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><b>3 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <p>Explains how some of the evidence supports a line of reasoning.</p>	<p><b>4 points</b></p> <p><b>EVIDENCE:</b></p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <p>Consistently explains how the evidence supports a line of reasoning.</p>
<p><b>Row C</b></p> <p><b>Sophistication</b></p> <p><b>(0-1 points)</b></p> <p><b>2.A</b></p> <p><b>4.C</b></p> <p><b>6.B</b></p> <p><b>8.A</b></p> <p><b>8.B</b></p> <p><b>8.C</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></p> <p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p> <p><b>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:</b></p> <ol style="list-style-type: none"> <li>Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.</li> <li>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.</li> <li>Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol> <p><i>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.</i></p>			