



Scoring Guidelines

Question 1: Poetry Analysis

In the following poem by Ralph Waldo Emerson (published in 1867), the speaker reflects on the process of growing older. Read the poem carefully. Then, in a well-written essay, analyze how Emerson uses poetic elements and techniques to convey the speaker's complex perspective on aging.

In your response you should do the following:

- Respond to the prompt with a thesis that presents an interpretation and may establish a line of reasoning.
- Select and use evidence to develop and support your line of reasoning.
- Explain the relationship between the evidence and your thesis.
- Use appropriate grammar and punctuation in communicating your argument.

Terminus¹

It is time to be old,
To take in sail:—
The god of bounds,
Who sets to seas a shore,
5 Came to me in his fatal rounds,
And said: “No more!
No farther shoot
Thy broad ambitious branches, and thy root.
Fancy departs: no more invent;
10 Contract thy firmament
To compass of a tent.
There's not enough for this and that,
Make thy option which of two;
Economize the failing river,
15 Not the less revere the Giver,
Leave the many and hold the few.
Timely wise accept the terms,
Soften the fall with wary foot;
A little while
20 Still plan and smile,
And,—fault of novel germs,—
Mature the unfallen fruit.
Curse, if thou wilt, thy sires,
Bad husbands of their fires,

¹the Roman god of boundaries

25 Who, when they gave thee breath,
Failed to bequeath
The needful sinew stark as once,
The Baresark² marrow to thy bones,
But left a legacy of ebbing veins,
30 Inconstant heat and nerveless reins,—
Amid the Muses, left thee deaf and dumb,
Amid the gladiators,³ halt and numb.”
As the bird trims⁴ her to the gale,
I trim myself to the storm of time,
35 I man the rudder, reef the sail,
Obey the voice at eve obeyed at prime:
“Lowly faithful, banish fear,
Right onward drive unharmed;
The port, well worth the cruise, is near,
40 And every wave is charmed.”

²A Baresark was an ancient Scandinavian warrior who fought without armor, was frenzied in battle, and was thought to be invulnerable.

³In ancient Rome, gladiators fought to the death for the public's entertainment.

⁴adjusts

Scoring Guidelines for Question 1: Poetry Analysis

6 points

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p> <p>7.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 presents an interpretation and may establish a line of reasoning</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis only restates the prompt The intended thesis is only a generalized comment about the poem that doesn't respond to the prompt The intended thesis simply describes the poem or features of the poem rather than making a claim that requires a defense 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> The thesis takes a position on/provides a defensible interpretation of how Emerson uses poetic elements and techniques to convey the speaker's complex perspective on aging
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> <i>"Emerson directly addresses this process through different poetic elements and techniques that convey complexity of the subject"</i> <i>"In the poem 'Terminus,' by Ralph Waldo Emerson, the speaker has a complex perspective on the process of aging"</i> <p>Do not relate to the prompt</p> <ul style="list-style-type: none"> <i>"Death comes to us all and it is that fact which Emerson addresses in his Poem 'Terminus'"</i> <p>Describe poem or features of the poem</p> <ul style="list-style-type: none"> <i>"Throughout the poem, Emerson expresses growing old as if he were sailing. He spent his young life in port, and as he got older and older, he readies his ship and sailed on the ocean blue. The ocean blue represented growing older for Emerson, each breeze and each wave brining him closer to the 'port well worth the cruise'"</i> 		<p>Examples that earn this point:</p> <p>Provide a defensible interpretation, without establishing a line of reasoning</p> <ul style="list-style-type: none"> <i>"While many people view aging as a progression toward the pain and loss of death, the speaker in Emerson's poem 'Terminus' views aging as "well worth the cruise" as death approaches and the ship of life comes home to port</i> <i>"The poem describes aging as a lengthy, and a rather daming [sic] process. However, aging and death should not be feared, the speaker views it as returning home"</i> <p>Provide a defensible interpretation that establishes a line of reasoning</p> <ul style="list-style-type: none"> <i>"Throughout his poem 'Terminus' Emerson coveys [sic] his perspective that aging is a time to settle down through an extended metaphor, similies [sic], metaphors, diction, imagery and personification. Emerson explores the idea that aging is a calm time at the end of a chaotic life"</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be one or more sentences anywhere in the response. 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>7.A</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Simply restates thesis (if present)</p> <p>OR</p> <p>Repeats provided information</p> <p>OR</p> <p>Provides examples that are generally irrelevant and/or incoherent</p>	<p>1 point</p> <p>Summarizes the plot/text without reference to a thesis</p> <p>OR</p> <p>Provides non-specific references to the text</p> <p>OR</p> <p>Provides references to the text that are vaguely relevant.</p> <p>AND</p> <p>Provides little or no commentary</p>	<p>2 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence</p>	<p>3 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete</p>	<p>4 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis</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"> • Drop in textual references, devices or techniques with little or no explanation 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Contain multiple inaccuracies or instances of repetition in commentary • Offer only simplistic explanations that don't strengthen the argument 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide commentary that is not always well-developed, limited (stops short) and may be piecemeal. • Assume or imply a connection to the thesis that is not always explicit 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Provide commentary that engages significant details of the text to draw conclusions • Integrate short excerpts throughout in order to support the student's interpretation
	<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>7.C 7.D 7.E</p>	<p>0 points Does not meet the criteria for 1 point</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex literary argument</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”) • Only hint or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the poem could be said to...</i>”) • Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation • Oversimplify complexities in the poem • Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument 	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> 1. Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. 2. Explaining the significance or relevance of an interpretation within a broader context 3. Discussing alternative interpretations of a text 4. Recognizing and accounting for contradictions and complexities within the text 5. Using relevant analogies to help an audience better understand an interpretation 6. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference. 		

Question 2: Prose Fiction Analysis

An excerpt from the novel *Lucy*, by Caribbean-American author Jamaica Kincaid, published in 1990, is found on the AP English Literature and Composition Classroom Resources Page. In this passage, the narrator describes the beginning of a new phase in her life. Read the passage carefully. Then, in a well-written essay, analyze how Kincaid uses literary elements and techniques to portray the complexity of the narrator's new situation.

In your response you should do the following:

- Respond to the prompt with a thesis that presents an interpretation and may establish a line of reasoning.
- Select and use evidence to develop and support your line of reasoning.
- Explain the relationship between the evidence and your thesis.
- Use appropriate grammar and punctuation in communicating your argument.

Scoring Guidelines for Question 2: Prose Fiction Analysis

6 points

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p> <p>7.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 presents an interpretation and may establish a line of reasoning</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • The intended thesis only restates the prompt • The intended thesis is only a generalized comment about the text that doesn't respond to the prompt • The intended thesis simply describes the text or features of the text rather than making a claim that requires a defense 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • There is a clear thesis that takes a position on/provides a defensible interpretation of how Kincaid uses literary elements and techniques to portray the complexity of the narrator's new situation
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>"Kincaid's narrator make adept use of literary devices when discuss the complexity of her new situation"</i> <p>Do not respond to the prompt</p> <ul style="list-style-type: none"> • <i>"The narrator in Kincaid's novel demonstrates the importance of home and belonging"</i> <p>Describe the text or features of the text</p> <ul style="list-style-type: none"> • <i>"Kincaid uses very detailed description of places and contrasting of those places to develop the narrator's experience"</i> 		<p>Examples that earn this point:</p> <p>Provide a defensible interpretation that establishes a line of reasoning</p> <ul style="list-style-type: none"> • <i>"Kincaid, through the use of imagery, em dashes, and repetition, revealed her complex dilemma of wanting to go home or staying [sic] in a newer environment." (Minimally acceptable thesis)</i> • <i>"In 1990, Jamaica Kincaid's novel Lucy, depicts this life change and the narrator's feelings. Kincaid uses repetition of phrases, diction that illicit [sic] pathos, and a mood of uncertainty and questioning to show how the narrator feels unsure and worried about moving from her hometown and how, despite a chance to restart her life, she still wants to go back"</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis may be one or more sentences anywhere in the response. • 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>7.A</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Simply restates thesis (if present)</p> <p>OR</p> <p>Repeats provided information</p> <p>OR</p> <p>Provides examples that are generally irrelevant and/or incoherent</p>	<p>1 point</p> <p>Summarizes the plot/text without reference to a thesis</p> <p>OR</p> <p>Provides non-specific references to the text.</p> <p>OR</p> <p>Provides references to the text that are vaguely relevant</p> <p>AND</p> <p>Provides little or no commentary</p>	<p>2 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence</p>	<p>3 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete</p>	<p>4 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis</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"> • Drop in textual references, devices or techniques into the response with little or no explanation 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Contain multiple inaccuracies or instances of repetition in commentary • Offer only simplistic explanations that don't strengthen the argument 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide commentary that is not always well-developed, limited (stops short), and may be piecemeal • Assume or imply a connection to the thesis that is not always explicit 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Provide commentary that engages significant details of the text to draw conclusions • Integrate short excerpts throughout in order to support the student's interpretation
<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>7.C 7.D 7.E</p>	<p>0 points Does not meet the criteria for 1 point</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex literary argument</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”) Only hint or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the poem could be said to...</i>”) Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation Oversimplify complexities in the passage Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument 	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. Explaining the significance or relevance of an interpretation within a broader context Discussing alternative interpretations of a text Recognizing and accounting for contradictions and complexities within the text Using relevant analogies to help an audience better understand an interpretation Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument
<p>Additional Notes:</p> <ul style="list-style-type: none"> This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference. 		

Question 3: Literary Argument

In many works of literature, characters who have been away from home return and find that they no longer have the same feelings about home as they once did. As novelist James Agee writes in *A Death In the Family*, "You can go home, it's good to go home, but you never really get all the way home again in your life."

Either from your own reading or from the list below, choose a work of fiction in which a character's return home is problematic: "home" is not what it once was perceived to be. Then, in a well-written essay, analyze how the character's response to his or her "home" contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

- Respond to the prompt with a thesis that presents an interpretation and may establish a line of reasoning.
- Select and use evidence to develop and support your line of reasoning.
- Explain the relationship between the evidence and your thesis.
- Use appropriate grammar and punctuation in communicating your argument.

- *The Age of Innocence*
- *Americanah*
- *The Bell Jar*
- *The Bonesetter's Daughter*
- *Breath, Eyes, Memory*
- *Brighton Beach Memoirs*
- *Ceremony*
- *Cold Mountain*
- *Death of a Salesman*
- *Exit West*
- *Great Expectations*
- *Gulliver's Travels*
- *Home*
- *Homegoing*
- *The Hummingbird's Daughter*
- *Kindred*
- *The Kite Runner*
- *Lonely Londoners*
- *The Mambo Kings Play Songs of Love*
- *Mansfield Park*
- *The Mill on the Floss*
- *Mrs. Dalloway*
- *My Ántonia*
- *The Namesake*
- *Native Son*
- *Paradise Lost*
- *The Piano Lesson*
- *The Poisonwood Bible*
- *Pudd'nhead Wilson*
- *Pygmalion*
- *Quicksand*
- *The Return of the Native*
- *The Scarlet Letter*
- *Song of Solomon*
- *Sons and Other Flammable Objects*
- *The Sound and the Fury*
- *The Tempest*
- *Their Eyes Were Watching God*
- *Where the Dead Sit Talking*
- *Wuthering Heights*

Scoring Guidelines for Question 3: Literary Argument

6 points

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(0-1 points)</p> <p>7.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 thesis 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 presents an interpretation and may establish a line of reasoning</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> The intended thesis only restates the prompt The intended thesis is only a generalized comment about the chosen work that doesn't respond to the prompt 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> The thesis takes a position on/provides a defensible interpretation of the character's response to his or her "home" in the chosen work <p>OR</p> <ul style="list-style-type: none"> The thesis identifies the character's response to his or her "home" in the chosen work and makes a claim about the meaning of that response to the work as a whole
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> "Things are always changing – this includes places and people. A character who leaves their home can never really return to it as it and they are always changing. What matters is how they react to it when they do return" <p>Do not respond to the prompt, but make a generalized comment about the topic of the prompt</p> <ul style="list-style-type: none"> "In Anthem, Equality leaves what he has known as his home and never looks back" "Leaving home is never easy. Coming back home is even harder. Many characters face these problems in a number of books" 		<p>Examples that earn this point:</p> <p>Make a claim about the character's response to his or her "home"</p> <ul style="list-style-type: none"> "Orestes is an example of someone who returns home only to find that home no longer fits the day to day description. ... Orestes is disgusted by this and feels a need to save the city." <i>(Minimally acceptable thesis)</i> "Whether the home represents an absence or [a] fulfillment, it affects how a character reacts to certain situations. In One Day in the Life of Ivan Denisovich, both extremes are exhibited. While Shukov feels alienated by his "home," Tsezar relies on his as a source of physical and intellectual strength" <p>Identify the character's response to his or her "home" and makes a claim about the meaning of that response to the work as a whole</p> <ul style="list-style-type: none"> In Jean-Paul Sartre's <i>The Flies</i>, the main protagonist, Orestes, experiences a disillusionment with the idea of home when he makes his return to [the] city of Argos. Orestes' anger and frustration with the state of Argos upon his return informs every decision he makes for the duration of the play, and it highlights Sartre's greater point: allowing one's decisions to be influenced by external establishments without independent determination is the ultimate disservice to oneself" <p>Make a claim about the character's response to his or her "home" and the meaning of that response to the work as a whole</p> <ul style="list-style-type: none"> "Ultimately, [Santiago from Coelho's <i>The Alchemist</i>] is disappointed when he comes home to find that things aren't the same as they once were year prior. Santiago's disappointment helps Coelho display his message: Focus on the present and look forward, never back"
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may appear anywhere within the essay. 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>7.A</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Simply restates thesis (if present)</p> <p>OR</p> <p>Repeats provided information</p> <p>OR</p> <p>Provides examples that are generally irrelevant and/or incoherent</p>	<p>1 point</p> <p>Summarizes the plot/text without reference to a thesis</p> <p>OR</p> <p>Provides non-specific references to the text</p> <p>OR</p> <p>Provides references to the text that are vaguely relevant</p> <p>AND</p> <p>Provides little or no commentary.</p>	<p>2 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence</p>	<p>3 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete</p>	<p>4 points</p> <p>Makes textual references (direct quotes or paraphrases) that are relevant to the thesis</p> <p>AND</p> <p>Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis</p> <p>The response must address an interpretation about the work as a whole</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"> • Drop in textual references (including plot summary, paraphrase, or quotes) into the response with little or no explanation 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Contain multiple inaccuracies or instances of repetition in commentary • Offer only simplistic explanations that don't strengthen the argument 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide commentary that is not always well-developed, limited (stops short) and may be piecemeal • Assume or imply a connection to the thesis that is not always explicit 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Integrate specific and relevant textual references throughout in order to support the student's interpretation
<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. • The response must address the work as a whole to achieve a level of four points. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p> <p>7.C 7.D 7.E</p>	<p>0 points</p> <p>Does not meet the criteria for 1 point</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations (“<i>Human experiences always include...</i>” OR “<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”) Only hint or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the text could be said to...</i>”) Make a single statement about how consideration of the topic relates to a possible meaning of the chosen work as a whole without consistently maintaining that interpretation Oversimplify complexities of the topic and/or the chosen text Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument 	<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. Explaining the significance or relevance of an interpretation within a broader context Discussing alternative interpretations of a text Recognizing and accounting for contradictions and complexities within the text Using relevant analogies to help an audience better understand an interpretation Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument
<p>Additional Notes:</p> <ul style="list-style-type: none"> This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference. 		