

AP

 **CollegeBoard**

AP[®] English Literature and Composition

**2020 Free-Response Scoring Guidelines
for CED Sample Exam Questions**

AP English Literature and Composition

2020 Scoring Guidelines

Question 1: Poetry Analysis

6 points

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 a defensible interpretation.
- Select and use 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.

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.

¹ the Roman god of boundaries

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,
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

Q1 Poetry Analysis – CED Sample Questions

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>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 thesis that presents a defensible interpretation of the poem.</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. • Make a generalized comment about the poem that doesn't respond to the prompt. • Describe the poem or features of the poem rather than making a claim that requires a defense. <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 the 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 bringing him closer to the ‘port well worth the cruise’.”</i> 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a defensible interpretation of the speaker’s complex perspective on aging. <p>Examples that earn this point:</p> <p>Provide a defensible interpretation</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 daiming process. However, aging and death should not be feared, the speaker views it as returning home.”</i> • <i>Throughout his poem ‘Terminus’ Emerson coveys his perspective that aging is a time to settle down through an extended metaphor, similies, 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 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 poem 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. 		

Q1 Poetry Analysis – CED Sample Questions

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), 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 literary element or technique in the poem contributes to its meaning.</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 literary elements or techniques in the poem contribute to its meaning.</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 poem rather than specific details or techniques. • Mention literary elements, devices, or techniques 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. • 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. 	<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 poem to build an interpretation. • 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. 	<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 poem to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the poem. 	
<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 literary element or technique if each instance further contributes to the meaning of the poem. 					

Reporting Category	Scoring Criteria	
<p>Row C</p> <p>Sophistication</p> <p>(0-1 points)</p> <p>7.C</p> <p>7.D</p> <p>7.E</p>	<p>0 points</p> <p>Does not meet the criteria for one 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 predominantly of 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 at 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 is ineffective because it does not enhance the student’s 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. Identifying and exploring complexities or tensions within the poem. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the poem. 4. Employing a style that is consistently vivid and persuasive.
	<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: Prose Fiction Analysis

6 points

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 a defensible interpretation.
- Select and use 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>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 thesis that presents a defensible interpretation of the passage.</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. Make a generalized comment about the passage that doesn't respond to the prompt. Describe the passage or features of the passage rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a defensible interpretation of Kincaid's portrayal of 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"> "Kincaid's narrator makes adept use of literary devices when discuss the complexity of her new situation." <p>Do not respond to the prompt but make a generalized comment</p> <ul style="list-style-type: none"> "The narrator in Kincaid's novel demonstrates the importance of home and belonging." <p>Describe the passage or features of the passage</p> <ul style="list-style-type: none"> "Kincaid uses very detailed description of places and contrasting of those places to develop the narrator's experience." 		<p>Examples that earn this point:</p> <p>Provide a defensible interpretation</p> <ul style="list-style-type: none"> "Kincaid, through the use of imagery, em dashes, and repetition revealed her complex dilemma of wanting to go home or staying in a newer environment." <i>[Minimally acceptable thesis]</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 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."
<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. 		

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<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), 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 literary element or technique in the passage contributes to its meaning.</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 literary elements or techniques in the passage contribute to its meaning.</p>										
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="344 735 630 792" style="width: 20%;">Typical responses that earn 0 points:</th> <th data-bbox="630 735 953 792" style="width: 20%;">Typical responses that earn 1 point:</th> <th data-bbox="953 735 1297 792" style="width: 20%;">Typical responses that earn 2 points:</th> <th data-bbox="1297 735 1633 792" style="width: 20%;">Typical responses that earn 3 points:</th> <th data-bbox="1633 735 1978 792" style="width: 20%;">Typical responses that earn 4 points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 792 630 1268"> <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. </td> <td data-bbox="630 792 953 1268"> <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a passage rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation. </td> <td data-bbox="953 792 1297 1268"> <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. • 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. </td> <td data-bbox="1297 792 1633 1268"> <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 interpretation. • 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. </td> <td data-bbox="1633 792 1978 1268"> <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 interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the passage. </td> </tr> </tbody> </table>						Typical responses that earn 0 points:	Typical responses that earn 1 point:	Typical responses that earn 2 points:	Typical responses that earn 3 points:	Typical responses that earn 4 points:	<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. 	<ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a passage rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation. 	<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. • 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. 	<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 interpretation. • 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. 	<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 interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. • Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the passage.
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<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 literary element or technique if each instance further contributes to the meaning of the passage. 															

Reporting Category	Scoring Criteria	
<p>Row C</p> <p>Sophistication (0-1 points)</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
<p>7.C</p> <p>7.D</p> <p>7.E</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 interpretation, but such attempts consist predominantly of sweeping generalizations (<i>“Human experiences always include...” OR “In a world where...” OR “Since the beginning of time...”</i>). • Only hint at or suggest other possible interpretations (<i>“While another reader may see...” OR “Though the passage 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 is ineffective because it does not enhance the student's 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. Identifying and exploring complexities or tensions within the passage. 2. Illuminating the student's interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the passage. 4. Employing a style that is consistently vivid and persuasive.
	<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: Literary Argument

6 points

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 a defensible interpretation.
- 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.

- *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*

Q3 Literary Argument – CED Sample Questions

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>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 thesis. 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 interpretation of the selected work.</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. Make a generalized comment about the selected work that doesn't respond to the prompt. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a defensible interpretation of the character's response to his or her "home" in the selected work. <p>OR</p> <ul style="list-style-type: none"> Make a claim about how the character's response to his or her "home" contributes to the meaning of 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"> <i>"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."</i> <p>Do not respond to the prompt but make a generalized comment about the selected work</p> <ul style="list-style-type: none"> <i>"In Anthem, Equality leaves what he has known as his home and never looks back."</i> <i>"Leaving home is never easy. Coming back home is even harder. Many characters face these problems in a number of books."</i> 		<p>Examples that earn this point:</p> <p>Provides a defensible interpretation</p> <ul style="list-style-type: none"> <i>"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." [Minimally acceptable thesis]</i> <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 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."</i> <i>"In Jean-Paul Sartre's The Flies, 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."</i> <i>"Ultimately, Santiago from Coelho's The Alchemist 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."</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 selected work 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. 		

Q3 Literary Argument – CED Sample Questions

Reporting Category	Scoring Criteria				
<p>Row B Evidence AND Commentary (0-4 points)</p> <p>7.A 7.C 7.D 7.E</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 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 overarching narrative developments or description of a selected work rather than specific details. 	<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. • 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. 	<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 from the selected work to build an interpretation. • 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. 	<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 from the selected works to build an interpretation. • Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
<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 must address the interpretation of the selected work as a whole. 					

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<p>Row C</p> <p>Sophistication (0-1 points)</p>	<p>0 points</p> <p>Does not meet the criteria for one point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
<p>7.C</p> <p>7.D</p> <p>7.E</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 interpretation, but such attempts consist predominantly of 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 at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the text could be said to...</i>”). • Oversimplify complexities of the topic and/or the selected work. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s 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. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the text. 4. Employing a style that is consistently vivid and persuasive. 	
<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. 		