Reporting Category	Scoring Criteria								
Row A Thesis (0-1 points) 7.B	 0 points For any of the following: 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. 				1 point Responds to the prompt with a thesis that presents a defensible interpretation of the poem.				
Row B Evidence AND Commentary (0-4 points) 7.A 7.C 7.D 7.E	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	 1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument. 	2 points EVIDENCE: Provides some specific, relevant evidence. AND 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.	suppor reaso AND COMI Explai suppor AND Explai eleme	NCE: des specific evidence to ort all claims in a line of	 4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple literary elements or techniques in the poer 			
Row C Sophistication (0-1 points) 7.C 7.D 7.E	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument. Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing a following: 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. This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not phrase or reference.							

Scoring Rubric for Question 1: Poetry Analysis (6 points)

September 2019

Scoring Rubric for Question 2: Prose Fiction Argument (6 points)

Reporting Category	Scoring Criteria						
Row A	0 points		1 point				
Thesis	For any of the follow	ving:	Responds to the prompt with a thesis that presents a defensible				
(0-1 points)	• There is no defer	nsible thesis.		interpretation of the passage.			
	The intended the	sis only restates the prompt.					
7.B		sis provides a summary of the issue but it does not respond to the prom					
Row B	0 points	1 point	2 points	3 points	4 points		
Evidence	Simply restates thes		EVIDENCE:	EVIDENCE:	EVIDENCE:		
AND Commentary (0-4 points)	present), repeats provided information offers information	Provides evidence that is mostly general.	Provides some specific, relevant evidence.	Provides specific evidence to support all claims in a line of reasoning.	Provides specific evidence to support all claims in a line of reasoning.		
(0 4 points)	irrelevant to the pro	mpt. AND	AND	AND	AND		
7.A 7.C 7.D 7.E		COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.	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.	COMMENTARY: Explains how some of the evidence supports a line of reasoning. AND Explains how at least one literary element or technique in the passage contributes to its meaning.	COMMENTARY: Consistently explains how the evidence supports a line of reasoning. AND Explains how multiple literary elements or techniques in the passage contribute to its meaning.		
Daw C	0 nointe	1 noint					
Row C Sophistication (0-1 points) 7.C 7.D 7.E	O points Does not meet the criteria for one point.	not meet the Demonstrates sophistication of thought and/or develops a complex literary argument. ia for one Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:					

Scoring Rubric for Question 3: Literary Argument (6 points)

Reporting Category	Scoring Criteria							
Row A	0 points		1 point	1 point				
Thesis	For any of the following:				Responds to the prompt with a thesis that presents a			
(0-1 points)	There is no defensible the second secon		defensible interpretation of the selected work.					
_	 The intended thesis only The intended thesis provided thesis provide	y restates the prompt. vides a summary of the issue w						
7.B		loes not respond to the promp						
Row B	0 points	1 point	2 points	3 points	4 points			
Evidence	Simply restates thesis (if	EVIDENCE:	EVIDENCE:	EVIDENCE:	EVIDENCE:			
AND	present), repeats	Provides evidence that is	Provides some specific,	Provides specific evidence to	Provides specific evidence to			
Commentary (0-4 points)	provided information, or offers information irrelevant to the prompt.	mostly general.	relevant evidence.	support all claims in a line of reasoning.	support all claims in a line of reasoning.			
	inelevant to the prompt.	AND	AND	AND	AND			
7.A 7.C 7.D 7.E		COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.	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.	COMMENTARY: Explains how some of the evidence supports a line of reasoning.	COMMENTARY: Consistently explains how the evidence supports a line of reasoning.			
	1	1						
Row C	0 points	1 point						
Sophistication	Does not meet the criteria							
(0-1 points)	for one point.	Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:						
7.C		1. Identifying and exploring complexities or tensions within the selected work.						
7.D		2. Illuminating the student's interpretation by situating it within a broader context.						
7.E		3. Accounting for alternative interpretations of the text.						
		4. Employing a style that is consistently vivid and persuasive.						
		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.						