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

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Row A</strong></td>
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</table>
| **Thesis** (0-1 points) | 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) | 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.  
  3 points: EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.  
  AND  
  COMMENTARY: Explains how some of the evidence supports a line of reasoning.  
  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 poem contribute to its meaning. |
| **Row C**          |                  |
| **Sophistication** (0-1 points) | 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 any of the 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 merely a phrase or reference. |
# Scoring Rubric for Question 2: Prose Fiction Argument (6 points)

## Reporting Category

<table>
<thead>
<tr>
<th>Row A</th>
<th>Thesis (0-1 points)</th>
<th>Scoring Criteria</th>
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</thead>
</table>
| 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 passage. |

## Evidence AND Commentary (0-4 points)

| Row B | EVIDENCE: Provides evidence that is mostly general.  
AND  
COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument. | 1 point  
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. | 2 points  
EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.  
AND  
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. | 3 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 passage contribute to its meaning. | 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 passage contribute to its meaning. |

## Sophistication (0-1 points)

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<thead>
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<th>Row C</th>
<th>Sophistication (0-1 points)</th>
<th>Scoring Criteria</th>
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| 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 any of the following:  
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.  
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. |
### Scoring Rubric for Question 3: Literary Argument (6 points)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Row A</strong>&lt;br&gt;Thesis&lt;br&gt;(0-1 points)</td>
<td><strong>0 points</strong>&lt;br&gt;For any of the following:&lt;br&gt;• There is no defensible thesis.&lt;br&gt;• The intended thesis only restates the prompt.&lt;br&gt;• The intended thesis provides a summary of the issue with no apparent or coherent claim.&lt;br&gt;• There is a thesis, but it does not respond to the prompt. <strong>1 point</strong>&lt;br&gt;Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</td>
</tr>
<tr>
<td><strong>Row B</strong>&lt;br&gt;Evidence &lt;br&gt;AND Commentary&lt;br&gt;(0-4 points)</td>
<td><strong>0 points</strong>&lt;br&gt;Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt. <strong>1 point</strong>&lt;br&gt;EVIDENCE: Provides evidence that is mostly general. AND&lt;br&gt;COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument. <strong>2 points</strong>&lt;br&gt;EVIDENCE: Provides some specific, relevant evidence. AND&lt;br&gt;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. <strong>3 points</strong>&lt;br&gt;EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND&lt;br&gt;COMMENTARY: Explains how some of the evidence supports a line of reasoning. <strong>4 points</strong>&lt;br&gt;EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND&lt;br&gt;COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</td>
</tr>
<tr>
<td><strong>Row C</strong>&lt;br&gt;Sophistication&lt;br&gt;(0-1 points)</td>
<td><strong>0 points</strong>&lt;br&gt;Does not meet the criteria for one point. <strong>1 point</strong>&lt;br&gt;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 any of the following:&lt;br&gt;1. Identifying and exploring complexities or tensions within the selected work.&lt;br&gt;2. Illuminating the student’s interpretation by situating it within a broader context.&lt;br&gt;3. Accounting for alternative interpretations of the text.&lt;br&gt;4. Employing a style that is consistently vivid and persuasive. <strong>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.</strong></td>
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