

Row A: Thesis, 0-1 point	
<p><b>0 points</b></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 defensible thesis that may establish a line of reasoning</p>
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis is vague, must be inferred, does not take a position, equivocates or summarizes other’s arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad).</li> <li>The intended thesis simply states an obvious fact rather than a making a claim that requires a defense.</li> </ul>	<p><b>Responses that earn this point:</b></p> <p>The thesis responds to the prompt rather than restating or rephrasing the prompt and the thesis clearly takes a position rather than just stating there are pros/cons.</p>

Note: Thesis may be one or more sentences anywhere in the response. Can be awarded the point whether or not the response successfully supports the reasoning.

Row B: Evidence AND Commentary, 0-4 points (Evidence should be ethos, logos, and pathos, not generic quotes.)				
0 points	1 point	2 points	3 points	4 points
<p>Simply restates thesis (if present).</p> <p><b>OR</b> Fewer than 2 of the provided sources are referenced.</p> <p><b>OR</b> Provides examples that are generally irrelevant and/or incoherent.</p>	<p>Provides evidence from or references at least two of the provided sources.</p> <p>Evidence provided must be relevant to the <u>subject of the prompt</u>.</p> <p>AND</p> <p>Provides little or no commentary.</p>	<p>Provides evidence from or references at least three of the provided sources.</p> <p>Evidence provided must be relevant to the subject of the AND</p> <p>Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.</p>	<p>Provides evidence from or references at least three of the provided sources.</p> <p>Evidence provided must be 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>Provides evidence from or references at least three of the provided sources.</p> <p>Evidence provided must be 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><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May offer just opinion or repeat the ideas from a single source.</li> <li>Do not reference information from any of the provided sources.</li> </ul>	<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Only uses 2 of the provided sources.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Provide commentary that frequently misunderstands, misrepresents, or overgeneralizes complex ideas (is reductive).</li> <li>Summarize conflicting positions from the sources but fails to compare, contrast, or reach a conclusion.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>Provide commentary that is well-developed in places but with occasional lapses into description or summary (rather than explanation).</li> <li>Provide commentary that is clear but there are times when the link between the evidence and the thesis may be strained.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>Provide commentary that engages specific details from the sources to draw conclusions.</li> <li>Integrate evidence from sources throughout to support the student’s reasoning.</li> </ul>

Note: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.

Row C: Sophistication, 0-1 point	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.</li> <li>Only hint or suggest other possible interpretations.</li> <li>Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.</li> <li>Oversimplify complexities of the topic and/or the text.</li> <li>Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.</li> </ul>	<p><b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b></p> <ol style="list-style-type: none"> <li>Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.</li> <li>Explaining the significance or relevance of an Interpretation within a broader context.</li> <li>Engaging concession, rebuttal, and/or refutation of other arguments relating to the thesis.</li> <li>Recognizing and accounting for contradictions and complexities within the text.</li> <li>Making effective rhetorical choices that strengthen the force and impact of the student’s argument</li> <li>Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.</li> </ol>

Note: 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.