


**AP**<sup>®</sup>

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# **AP<sup>®</sup> English Literature and Composition**

**2020 Free-Response Scoring Guidelines  
applied to 2018 Exam Questions**

# AP English Literature and Composition

## 2020 Free-Response Scoring Guidelines (applied to 2018 questions)

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### Question 1: Poetry Analysis

#### 6 points

In the poem "Plants" by Olive Senior (published in 2005) found on the [AP English Literature and Composition 2018 Exam \(Question 1\)](#), Senior portrays complex relationships among the speaker, the implied audience, and plant life. Read the poem carefully. Then, in a well-written essay, analyze how Senior uses poetic elements and techniques to develop those complex relationships.

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.

Q1 Poetry Analysis – 2018 Samples

Reporting Category	Scoring Criteria	
<p><b>Row A</b></p> <p><b>Thesis</b></p> <p><b>(0-1 points)</b></p> <p><b>7.B</b></p>	<p><b>0 points</b></p> <p>For any of the following:</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 thesis that presents a defensible interpretation of the poem.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Make a generalized comment about the poem that doesn't respond to the prompt.</li> <li>• Describe the poem or features of the poem rather than making a claim that requires a defense.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a defensible interpretation of Senior's portrayal of the complex relationships among the speaker, the implied audience, and plant life.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>"The author uses the literary techniques of syntax, diction, and figurative language in the poem 'Plants.'"</i></li> </ul> <p><b>Do not relate to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>"Olive Senior has a distinct way of writing poems. Seniors structure of his poems are not commonly seen in the poetry world and his diction is straight forward." [Sample B]</i></li> </ul> <p><b>Describe the poem or features of the poem</b></p> <ul style="list-style-type: none"> <li>• <i>"In Olive Senior's poem 'Plants' he compares plants to many life situations among telling the story about what plants do." [Sample C]</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Provide a defensible interpretation</b></p> <ul style="list-style-type: none"> <li>• <i>"By demonstrating many similarities between plants and humans, the speaker demonstrates the deception that is present in everyday life. By using the literary techniques of syntax, diction, and figurative language the poet intends to connect humans with nature." [Sample E]</i></li> <li>• <i>"The speaker believes that the current complex relationship between humans and plants should be changed to prevent plant life from dominating humans." [Sample D]</i></li> <li>• <i>"One such poet is Olive Senior, who expresses his view of plant life as toxic in his poem 'Plants.'" [Sample J] [Minimally acceptable thesis]</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>• The thesis may be anywhere within the response.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		

Q1 Poetry Analysis – 2018 Samples

Reporting Category	Scoring Criteria				
<p><b>Row B</b></p> <p><b>Evidence AND Commentary (0-4 points)</b></p> <p><b>7.A</b></p> <p><b>7.C</b></p> <p><b>7.D</b></p> <p><b>7.E</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b> Provides evidence that is mostly general.</p> <p>AND</p> <p><b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b> Provides some specific, relevant evidence.</p> <p>AND</p> <p><b>COMMENTARY:</b> 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><b>3 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p><b>COMMENTARY:</b> 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><b>4 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p><b>COMMENTARY:</b> 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>
<b>Decision Rules and Scoring Notes</b>					
<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 be just opinion with no textual references or references that are irrelevant. <i>[Sample B]</i></li> </ul>		<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Tend to focus on summary or description of a poem rather than specific details or techniques.</li> <li>Mention literary elements, devices, or techniques with little or no explanation. <i>[Sample C]</i></li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument. <i>[Samples D and E]</i></li> <li>May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the poem to build an interpretation.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim. <i>[Sample F]</i></li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the poem to build an interpretation. <i>[Sample I]</i></li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> <li>Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the poem.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>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.</li> </ul>					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
<p><b>7.C</b> <b>7.D</b> <b>7.E</b></p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<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 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>”). [Sample H]</li> <li>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>”).</li> <li>Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation. [Samples H, F, and G]</li> <li>Oversimplify complexities in the poem. [Sample F]</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. [Sample G]</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>Identifying and exploring complexities or tensions within the poem. [Samples J and I]</li> <li>Illuminating the student’s interpretation by situating it within a broader context. [Sample I]</li> <li>Accounting for alternative interpretations of the poem.</li> <li>Employing a style that is consistently vivid and persuasive. [Sample J]</li> </ol>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	

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## Question 2: Prose Fiction Analysis

**6 points**

The excerpt found on the [AP English Literature and Composition 2018 Exam \(Question 2\)](#) is from an 1852 novel by Nathaniel Hawthorne. In this passage, two characters who have been living on the Blithedale farm—a community designed to promote an ideal of equality achieved through communal rural living—are about to part ways. Read the passage carefully. Then, in a well-written essay, analyze how Hawthorne uses literary elements and techniques to portray the narrator’s complex attitude toward Zenobia.

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><b>Thesis</b></p> <p><b>(0-1 points)</b></p> <p><b>7.B</b></p>	<p><b>0 points</b></p> <p>For any of the following:</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 thesis that presents a defensible interpretation of the passage.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Make a generalized comment about the passage that doesn't respond to the prompt.</li> <li>Describe the passage or features of the passage rather than making a claim that requires a defense.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a defensible interpretation of Hawthorne's portrayal of the narrator's attitude toward Zenobia.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>"Hawthorne portrays the narrator's attitude toward Zenobia through a variety of literary techniques."</li> </ul> <p><b>Do not respond to the prompt but make a generalized comment</b></p> <ul style="list-style-type: none"> <li>"Hawthorne illustrates the importance of wealth and beauty."</li> </ul> <p><b>Describe the passage or features of the passage</b></p> <ul style="list-style-type: none"> <li>"The passage makes skilled use of diction, imagery, and details."</li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Provide a defensible interpretation</b></p> <ul style="list-style-type: none"> <li>"Through the use of strongly unfavorable diction to underscore Zenobia's unpleasant and false disposition and repeated insinuations on her actions as performance, Hawthorne portrays the narrator's attitude towards Zenobia as one of contempt and disapproval." [Sample E]</li> <li>"The narrator feels as though Zenobia may not be entirely authentic." [Sample B] [Minimally acceptable thesis]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>The thesis may be anywhere within the response.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>		

Reporting Category	Scoring Criteria				
<p><b>Row B</b></p> <p><b>Evidence AND Commentary (0-4 points)</b></p> <p><b>7.A</b></p> <p><b>7.C</b></p> <p><b>7.D</b></p> <p><b>7.E</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b> Provides evidence that is mostly general.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b> Provides some specific, relevant evidence.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> 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><b>3 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.</p> <p><b>AND</b></p> <p>Explains how at least one literary element or technique in the passage contributes to its meaning.</p>	<p><b>4 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.</p> <p><b>AND</b></p> <p>Explains how multiple literary elements or techniques in the passage contribute to its meaning.</p>
<b>Decision Rules and Scoring Notes</b>					
<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 be just opinion with no textual references or references that are irrelevant.</li> </ul>		<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Tend to focus on overarching narrative developments or description of a passage rather than specific details or techniques.</li> <li>• Mention literary elements, devices, or techniques with little or no explanation. <i>[Sample B]</i></li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Consist of a mix of specific evidence and broad generalities.</li> <li>• May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument.</li> <li>• May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>• Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>• Uniformly offer evidence to support claims.</li> <li>• Focus on the importance of specific words and details from the passage to build an interpretation.</li> <li>• Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>• Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Uniformly offer evidence to support claims.</li> <li>• Focus on the importance of specific words and details from the passage to build an interpretation.</li> <li>• Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> <li>• Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the passage.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>• 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.</li> </ul>					



Reporting Category	Scoring Criteria	
<p>Row C</p> <p>Sophistication (0-1 points)</p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></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><b>Decision Rules and Scoring Notes</b></p>	
	<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 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>”).</li> <li>Only hint at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the passage could be said to...</i>”).</li> <li>Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation.</li> <li>Oversimplify complexities in the passage. [Sample I]</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance the student's 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>Identifying and exploring complexities or tensions within the passage. [Sample E]</li> <li>Illuminating the student’s interpretation by situating it within a broader context.</li> <li>Accounting for alternative interpretations of the passage.</li> <li>Employing a style that is consistently vivid and persuasive. [Sample E]</li> </ol>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	

## Question 3: Literary Argument

### 6 points

Many works of literature feature characters who have been given a literal or figurative gift. The gift may be an object, or it may be a quality such as uncommon beauty, significant social position, great mental or imaginative faculties, or extraordinary physical powers. Yet, this gift is often also a burden or a handicap. Either from your own reading or from the list below, choose a work of fiction in which a character has been given a gift that is both an advantage and a problem. Then, in a well-written essay, analyze how the complex nature of the gift 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 Aeneid*  
*Alias Grace*  
*All the Light We Cannot See*  
*Beloved*  
*Beowulf*  
*Crime and Punishment*  
*Death in Venice*  
*Dracula*  
*Frankenstein*  
*The Goldfinch*  
*Great Expectations*  
*Heart of Darkness*  
*Homegoing*  
*The Iliad*  
*Kindred*

*King Lear*  
*Madame Bovary*  
*Mama Day*  
*Man and Superman*  
*The Metamorphosis*  
*Midnight's Children*  
*A Passage to India*  
*The Picture of Dorian Gray*  
*The Portrait of a Lady*  
*The Power of One*  
*A Raisin in the Sun*  
*The Return of the Native*  
*The Tempest*  
*Things Fall Apart*  
*To the Lighthouse*

Reporting Category	Scoring Criteria	
<p><b>Row A</b></p> <p><b>Thesis</b></p> <p><b>(0-1 points)</b></p> <p><b>7.B</b></p>	<p><b>0 points</b></p> <p>For any of the following:</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 thesis.</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 thesis that presents a defensible interpretation of the selected work.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Make a generalized comment about the selected work that doesn't respond to the prompt.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a defensible interpretation of the complex nature of a gift in the selected work.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Make a claim about how the complex nature of the gift contributes to the meaning of the work as a whole.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>"There are many novels and plays in which something important is gifted to a character."</i></li> <li>• <i>"A novel that has a character with a literal of figurative gift was the main character in Frankenstein. He was given a gift that was a burden, but also an advantage and a problem."</i> [Sample B]</li> </ul> <p><b>Do not respond to the prompt but make a generalized comment about the selected work</b></p> <ul style="list-style-type: none"> <li>• <i>"In the story of 'The Tempest' by Shakespeare there is a wizard who was casted away with his infant daughter to an inhibited island for years. This wizard has special powers, with them he was able to free someone from a spell and make them a servant."</i> [Sample C]</li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Provides a defensible interpretation</b></p> <ul style="list-style-type: none"> <li>• <i>"In Ian McEwan's Atonement, Briony has the gift of prolific writing at a young age, but when she begins to attempt to solve her own problems through writing happy endings, McEwan shows the reader that Briony's attempt to play God is not only futile but also destructive."</i> [Sample G]</li> <li>• <i>"Elizabeth's frustration at the way she is stereotyped demonstrates that—for women trapped in strictly-enforced gender roles—traditional beauty is a double-edged sword."</i> [Sample H]</li> <li>• <i>"Although the 'gift' of metaphorical invisibility, as shown through the novel's varied characters, can be utilized to (arguably) bolster freedom, -freedom in terms of anonymity – Ellison, through the 'Invisible Man's' reflections, asserts that such invisibility is immensely impairing, as it stubbornly prevents its victims from making an impact on society as they're imprisoned in oppressive expectations. Ellison ultimately implies that an acceptance of one's invisibility, rather than a firm ideology on how to relieve it, is the path to self-understanding."</i> [Sample I]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>• The thesis may be anywhere within the response.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		

Q3 Literary Argument – 2018 Samples

Reporting Category	Scoring Criteria				
<p><b>Row B</b></p> <p><b>Evidence AND Commentary (0-4 points)</b></p> <p><b>7.A</b></p> <p><b>7.C</b></p> <p><b>7.D</b></p> <p><b>7.E</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b> Provides evidence that is mostly general.</p> <p>AND</p> <p><b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b> Provides some specific, relevant evidence.</p> <p>AND</p> <p><b>COMMENTARY:</b> 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><b>3 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p><b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.</p>	<p><b>4 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p><b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>					
<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 be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>• Tend to focus on overarching narrative developments or description of a selected work rather than specific details.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>• Consist of a mix of specific evidence and broad generalities.</li> <li>• May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument.</li> <li>• May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>• Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>• Uniformly offer evidence to support claims.</li> <li>• Focus on the importance of specific details from the selected work to build an interpretation.</li> <li>• Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>• Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>• Uniformly offer evidence to support claims.</li> <li>• Focus on the importance of specific details from the selected works to build an interpretation. <i>[Sample I]</i></li> <li>• Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>• To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole.</li> </ul>					

Reporting Category	Scoring Criteria	
<p><b>Row C</b></p> <p><b>Sophistication</b> <b>(0-1 points)</b></p> <p><b>7.C</b></p> <p><b>7.D</b></p> <p><b>7.E</b></p>	<p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>	<p><b>1 point</b></p> <p>Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<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 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>”). [Sample E]</li> <li>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>”). [Sample G]</li> <li>Oversimplify complexities of the topic and/or the selected work.</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance the student's 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>Identifying and exploring complexities or tensions within the selected work. [Sample I]</li> <li>Illuminating the student’s interpretation by situating it within a broader context. [Sample H]</li> <li>Accounting for alternative interpretations of the text.</li> <li>Employing a style that is consistently vivid and persuasive. [Samples H and I]</li> </ol>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		