Reporting Category	Scoring Criteria							
Row A Thesis (0-1 points)	apparent or coherent cla There is a thesis, but it do Responses that do not earn The intended thesis only The intended thesis is va position, equivocates or the student's (e.g., some it's bad). The intended thesis simp making a claim that requi Additional Notes: The thesis may appear an	restates the prompt. ides a summary of the issue with im. pes not respond to the prompt. it this point: restates the prompt. gue, must be inferred, does not t summarizes other's arguments b people say it's good, some peop bly states an obvious fact rather t res a defense.	reasoning. Pecision Rules and Scoring Not Responses that earr The thesis respon prompt and the th pros/cons.	Responds to the prompt with a defensible thesis that may establish a line of reasoning. Rules and Scoring Notes Responses that earn this point: 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.				
Reporting Category	- 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. Scoring Criteria							
Row B Evidence AND Commentary (0-4 points)	o points Simply restates thesis (if present). OR Fewer than 2 of the	Simply restates thesis (if present). OR Provides evidence from or references at least two of the provided sources.		3 paints Provides evidence from or references at least three of the provided sources.	4 points Provides evidence from or references at least three of the provided sources.			
	provided sources are referenced. CR Provides examples that are generally irrelevant and/or incoherent. Evidence provided must be relevant to the <u>subject of the prompt</u> . AND Provides little or no commentary.		Evidence provided must be relevant to the subject of the prompt. AND Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.	Evidence provided must be relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.	Evidence provided must be relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.			
	Decision Rules and Scoring Notes							
	Typical responses that earn o points: Are incoherent and do not address the prompt. May offer just opinion or repeat the ideas from a single source. Do not reference information from any of the provided sources.	Typical responses that earn 1 point: Only use 2 of the provided sources.	Typical responses that earn 2 points: Provide commentary that frequently misunderstands, misrepresents, or overgeneralizes complex ideas (is reductive). Summarize conflicting positions from the sources but fails to compare, contrast, or reach a conclusion.	Typical responses that earn 3 points: Provide commentary that is well-developed in places but with occasional lapses into description or summary (rather than explanation), Provide commentary that is clear but there are times when the link between the evidence and the thesis	Typical responses that earn 4 points: Provide commentary that engages specific details from the sources to draw conclusions. Integrate evidence from sources throughout to support the student's reasoning.			
	Additional Notes: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.							
Reporting Category		Scoring Criteria Scoring Criteria						
Row C Sophistication (0-1 points)	consist of predominantly s Only hint or suggest other	Dithis point: neir argument, but such attempts weeping generalizations. arguments. ex sentences or language that ar	Responses that earn to and/or a complex and following: 1. Crafting a thesis the prove—and then site. 2. Situating the argument. 3. Engaging concession the thesis. 4. Making effective rinstudent's argument.	Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation. Rules and Scoring Notes Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any or the following: 1. Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. 2. Situating the argument within a broader context, recognizing the implications of the argument. 3. Engaging concession, rebuttal, and/or refutation of other arguments relating to the thesis. 4. Making effective rhetorical choices that strengthen the force and impact of the student's argument.				

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.

Reporting Category			Scor	Ing Criteria				
Row A Thesis (0-1 points)	Responses that do not earn this point: The intended thesis only restates the prompt. The intended thesis fails to address the rhetorical choices the writer makes. The intended thesis simply describes or repeats the text rather than making a claim that requires a defense.			Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices. Responses that earn this point: The thesis responds to the prompt rather than restating or rephrasing the prompt and clearly articulates a defensible thesis about the rhetorical choices the writer makes.				
The second secon	Additional Notes: The thesis may appear anywhere within the essay. 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.							
Reporting Category			Sçor	ring Criteria				
Row B Evidence AND Commentary (0-4 points)	O points Simply restates thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent	1 point Summarizes the text without reference to a thesis. OR Provides non-specific references to the text. OR Provides references to the text that are vaguely relevant. AND Provides little or no commentary.	2 points Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.		3 points Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.	4 points Makes textual references (direct quotes or paraphrases) that are relevant to the thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.		
	Typical responses that earn 0 points: Are incoherent and do not address the prompt. May offer just opinion with little or no evidence provided.	Typical responses that earn 1 point: - Are predominantly restatements of ideas in the text (no analysis).	Typical responses that ea 2 points: Provide commentary that links the evidence the thesis but suggests misunderstanding of the passage or misrepresentation of the rhetorical choices mad commentary that are unconvincing (makes assertions or assumptions that are ne really supported by the text).		Typical responses that earn 2 points: Provide commentary that is developed and insightful in places but there are occasional lapses into description or minor inaccuracies. Provide commentary that is clear but there are times when the link between the textual evidence and the thesis may be strained.	Typical responses that earn 4 points: Provide commentary that engages the details of the text to draw conclusions about rhetorical choices. Integrate evidence from the text throughout to support the student's analysis		
	Additional Notes: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. Scoring Criteria							
Category Row C Sophistication (0-1 points)	O points Does not meet the criteria for 1 point. s)			point lemonstrates sophist netorical situation. ea and Scoring Note lesponses that earn indfor a complex und ellowing: Crafting a thesis t prove – and then s Explaining the sig context. Engaging concess the thesis. Recognizing and a Making effective i student's argume	this point may demonstrate sor derstanding of the rhetorical sit hat demands nuanced considera successfully proves it. nificance or relevance of the text sion, rebuttal, and/or refutation of accounting for contradictions or of the torical choices that strengther	chistication of thought ustion by doing any of the tion of textual evidence to a purpose within a broader other arguments relating to complexities within the text.		

Additional Notes:

 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.

 \S . Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student's argument.

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Scoring Criteria									
O 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 defensible thesis that may establish a line of reasoning.						
Responses that do not earn this point The intended thesis only restates the prompt. The intended thesis is vague, must be inferred, does not take a position, (e.g. it depends on your point of view). The intended thesis simply states an obvious fact rather than making a claim that requires a defense. Additional Notes:			Responses that earn this point: The thesis responds to the prompt rather than restating or rephrasing the prompt and clearly takes a position rather than just stating there are pros/cons.						
The thesis may appear anywhere within the essay. 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.									
Scorling Criteria									
O points Simply restates thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	1 point Provides evidence or example(s) relevant to the subject of the prompt. AND Provides little or no commentary.	example(s subject of AND Provides of however, i oversimpl misinterpr	commentary; trepeats, ifies, or rets the cited	3 points Provides evidence relevant to the thesis. AND Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.	+ points Provides evidence relevant to the thesis. AND Provides well-developed commentary that consistently and explicit explains the relationship between the evidence and the thesis.				
Typical responses that earn 0 points: Are incoherent and do not address the prompt. May offer just opinion with little or no evidence provided.	Typical responses that earn 1 point: Provide evidence but little or no explanation.	Typical responses that earn 2 points:		Typical responses that each 3 points: Provide commentary that is clear but there are times when the link between the evidence and the thesis may be unclear or strained.	Typical responses that aim 4 points: Provide commentary that engages specific evidence to draw conclusions. Integrate evidence throughout to support the student reasoning.				
Additional Notes: Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. Scoring Criteria									
Does not meet the criteria for 1 point. Decision Rule Responses that do not earn this point: Attempt to contextualize their argument, but such attempts consist of predominantly sweeping generalizations. Only hint or suggest other arguments. Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.									
	For any of the following: There is no defensible thes The intended thesis only re The intended thesis provide or coherent claim. There is a thesis, but it doe Responses that do not earn t The intended thesis only re The intended thesis is vague position, (e.g. it depends or The intended thesis is simply a claim that requires a defendational Notes: The thesis may appear any A thesis that meets the critical information. OR Provides examples that are generally irrelevant and/or incoherent. Typical responses that earn 0 points: Are incoherent and do not address the prompt. May offer just opinion with little or no evidence provided. Additional Notes: Writing that suffers from generally irrelevant and contaddress the prompt. May offer just opinion with little or no evidence provided.	For any of the following: There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis only restates the prompt. The intended thesis povides a summary of the issue with nor coherent claim. There is a thesis, but it does not respond to the prompt. The intended thesis only restates the prompt. The intended thesis is vague, must be inferred, does not tall position, (e.g. it depends on your point of view). The intended thesis simply states an obvious fact rather the a claim that requires a defense. Additional Notes: The thesis may appear anywhere within the essay. A thesis that meets the criteria can be awarded the point within the essay. A thesis that meets the criteria can be awarded the point within the essay. Provides evidence or example(s) relevant to the subject of the prompt. AND Provides examples that are generally irrelevant and/or incoherent. Typical responses that earn 0 points: Are incoherent and do not address the prompt. May offer just opinion with little or no evidence provided. Typical responses that earn 1 point. Additional Notes: Writing that suffers from grammatical and/or mechanical examples that authors in the point within the error on the provided or one explanation. Responses that do not earn this point. Additional Notes: Writing that suffers from grammatical and/or mechanical examples that authors in the point within the explanation on the provided or one planation.	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. Poctsion Rule Responses that do not sern this point: The intended thesis is vague, must be inferred, does not take a position, (e.g. it depends on your point of view). The intended thesis simply states an obvious fact rather than making a claim that requires a defense. Additional Notes: The thesis may appear anywhere within the essay. A thesis that meets the criteria can be awarded the point whether or no explanation. OR Repeats provided information. OR Repeats provided evidence or example(s) relevant to the subject of the prompt. AND Provides evidence or example(s) relevant to the subject of the prompt. AND Provides evidence or example(s) relevant to the subject of the prompt. AND Provides little or no commentary. Decision Rule Typical responses that aim to points: Provide evidence but little or no explanation. Provide evidence but little or no explanation. Provide evidence but little or no explanation. Provides evidence but little or no explanation. Decision Rule Responses that do not arm this point: Attempt to contextualize their argument, but such attempts consist of predominantly sweeping generalizations. Only hint or suggest other arguments. Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.	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. Decision Rutes and Scoring Note: Responsas that do not earn this point: The intended thesis is vague, must be inferred, does not take a position, (e.g. it depends on your point of view). The intended thesis is only restates the prompt. The intended thesis is only states an obvious fact rather than making a claim that requires a defense. Additional Notes: The thesis may appear anywhere within the essay. A thesis that meets the criteria can be awarded the point whether or not the rest of the responses that extended information. OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent. Typical responses that extended information. AND Provides examples that are generally irrelevant and do not address the prompt. May offer just opinion with little or no evidence provided. Typical responses that are generally irrelevant and do not address the prompt. May offer just opinion with little or no evidence provided. Typical responses that are generally irrelevant and on not address the prompt. Additional Notes: Writing that surfiers from grammatical and/or mechanical errors that interfere with commun. Decision Rutes and Scoring Note responses that a fair a point. Provides evidence or example(s) relevant to the subject of the prompt. AND Provides evidence but little or no evidence provided. Provide evidence but little or no evidence provided. Provide evidence but little or no evidence provided. Provide evidence but little or no evidence provided with the surfiers from grammatical and/or mechanical errors that interfere with commun. Provide evidence are provided information or evidence are provided information. Provide evidence are provided information. Provide evidence are provided information. 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AND Provides evidence or example(s) relevant to the subject of the prompt. AND Provides evidence or example(s) relevant to the subject of the prompt. AND Provides evidence or example(s) relevant to the subject of the prompt. AND Provides evidence or example(s) relevant to the subject of the prompt. AND Provides evidence or example(s) relevant to the subject of the prompt. AND Provides evidence or example(s) relevant to the subject or evidence or evidence or example(s) relevant to the subject or evidence or example(s				