

Name \_\_\_\_\_

**Thesis**

\_\_\_\_\_/1

- The thesis may be more than one sentence, provided the sentences are in close proximity.
- The thesis may be anywhere within the response.
- For a thesis to be defensible, the passage must include at least minimal evidence that could be used to support that thesis; however, the student need not cite that evidence to earn the thesis point.
- The thesis may establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point
- 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.

1 = Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices.

0 = The response demonstrates at least one 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.

**Evidence and Commentary**

\_\_\_\_\_/4

- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.
- To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage.

4 = The response meets all of the following criteria:

- EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.
- COMMENTARY: Consistently explains how the evidence supports a line of reasoning.
- Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.

3 = The response meets all of the following criteria:

- EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.
- COMMENTARY: Explains how some of the evidence supports a line of reasoning.
- Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.

2 = The response meets both of the following criteria:

- EVIDENCE: Provides some specific, relevant evidence.
- 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.

1 = The response meets both of the following:

- EVIDENCE: Provides evidence that is mostly general.
- COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.

0 = The response demonstrates the following:

- Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.

**Sophistication**

\_\_\_\_\_/1

- Demonstrates a sophistication of thought or develops a complex literary argument by:
  - Explaining the significance or relevance of the writer's rhetorical choices (given the rhetorical situation).
  - Explaining a purpose or function of the passage's complexities or tensions.
  - Employing a style that is consistently vivid and persuasive.

1 = Response demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.

0 = Response does not demonstrate sophistication of thought and/or develops a complex literary argument.

**Total**

\_\_\_\_\_/5