|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reporting Category** | **Scoring Criteria, Decision Rules, & Scoring Notes** | | | | |
| **Thesis**  **(0-1 Points)** | **0 points** | | **1 points** | | |
| * The intended thesis does not exist or only restates the prompt. * The intended thesis provides a summary of the issue with no apparent or coherent claim. * The intended thesis simply states an obvious fact rather than making a claim that requires a defense. | | * The thesis responds to the prompt with a defensible thesis that may establish a line of reasoning rather than restating or rephrasing the prompt and the thesis clearly takes a position rather than just stating there are pros/cons.   + *The thesis may be one or more sentences anywhere in the response.* * *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.* | | |
| **Evidence**  **AND**  **Commentary**  **(0-4 points)**  ***\*****Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.* | **0 points** | **1 point** | **2 points** | **3 points** | **4 points** |
| * Simply restates thesis (if present). * Repeats provided information. * May be just opinion with no textual references or references that are generally irrelevant or incoherent. | * Provides evidence or example(s) relevant to the subject of the prompt. * Provides little or no commentary * Provides evidence but little or no explanation. | * Provides evidence or example(s) relevant to the subject of the prompt. * Provides commentary; however, it repeats (little to no development), oversimplifies, or misinterprets the cited information or evidence. | * Provides evidence relevant to the thesis. * Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete. * Provide commentary that is clear but there are times when the link between the evidence and the thesis may be unclear or strained. | * Provides **compelling** evidence relevant to the thesis. * Provides well-developed commentary that **consistentl**y and e**xplicitly** explains the relationship between the evidence and the thesis. * Provides commentary that engages specific evidence to **draw conclusions to larger context.** * Integrates evidence throughout to support the student’s reasoning. |
| **Sophistication**   * 1. **Points)**   *\*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.* | **0 points** | | **1 point** | | |
| * Attempts to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. * Only hints or suggests other possible arguments. * Uses complicated or complex sentences or language that are ineffective in that they do not enhance the argument. | | Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of 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. 5. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument. | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **6** | **5** | **4** | **3** | **2** | **1** | **0** |
|  |  |  |  |  |  |  |