### Scoring Guidelines for Question 3: Literary Argument

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
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<tbody>
<tr>
<td><strong>Row A</strong>&lt;br&gt;Thesis&lt;br&gt;(0-1 points)</td>
<td><strong>1 point</strong>&lt;br&gt;Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning</td>
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#### Responses that do not earn this point:
- The intended thesis only restates the prompt
- The intended thesis is only a generalized comment about the chosen work that doesn't respond to the prompt

#### Examples that do not earn this point:
- Restate the prompt
  - "Things are always changing – this includes places and people. A character who leaves their home can never really return to it as it and they are always changing. What matters is how they react to it when they do return"
- Do not respond to the prompt, but make a generalized comment about the topic of the prompt
  - "In Anthem, Equality leaves what he has known as his home and never looks back"
  - "Leaving home is never easy. Coming back home is even harder. Many characters face these problems in a number of books"

#### 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.
<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
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<tbody>
<tr>
<td>Row B Evidence AND Commentary (0-4 points)</td>
<td>Simply restates thesis (if present)</td>
<td>Summarizes the plot/text without reference to a thesis OR Provides non-specific references to the text OR Provides examples that are generally irrelevant and/or incoherent</td>
<td>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</td>
<td>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</td>
<td>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. The response must address an interpretation about the work as a whole</td>
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**Decision Rules and Scoring Notes**

- **Typical responses that earn 0 points:**
  - Are incoherent or do not address the prompt
  - May be just opinion with no textual references or references that are irrelevant
- **Typical responses that earn 1 point:**
  - Drop in textual references (including plot summary, paraphrase, or quotes) into the response with little or no explanation
- **Typical responses that earn 2 points:**
  - Contain multiple inaccuracies or instances of repetition in commentary
  - Offer only simplistic explanations that don't strengthen the argument
- **Typical responses that earn 3 points:**
  - Provide commentary that is not always well-developed, limited (stops short) and may be piecemeal
  - Assume or imply a connection to the thesis that is not always explicit
- **Typical responses that earn 4 points:**
  - Integrate specific and relevant textual references throughout in order to support the student's interpretation

**Additional Notes:**
- Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.
- The response must address the work as a whole to achieve a level of four points.
<table>
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<tr>
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<th>Scoring Notes</th>
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<tr>
<td>1 Point</td>
<td>Demonstrates sophistication of thought and/or develops a complex literary argument</td>
<td>1. Crafting a thesis that demands nuanced consideration of textual evidence to prove — and then successfully proves it. 2. Explaining the significance or relevance of an interpretation within a broader context. 3. Discussing alternative interpretations of a text. 4. Recognizing and accounting for contradictions and complexities within the text. 5. Using relevant analogies to help an audience better understand an interpretation. 6. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student's argument.</td>
<td></td>
<td>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.</td>
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Responses that do not earn this point: 4 points
- Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. (*Human experiences always include, "OR If a world where..." OR since the beginning of time...)
- Only hint or suggest other possible interpretations. (While another reader may see... OR though the text could be said to...)
- Make a single statement about how consideration of the topic relates to a possible meaning of the chosen work as whole without consistently maintaining that interpretation.
- Oversimplify complexities of the topic and/or the chosen text.
- Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.

Responses that do not meet the criteria for 1 point: 0 points
- Does not meet the criteria for 1 point.