Question 1: Poetry Analysis
6 points

Reporting Category	Scoring Criteria - Rubric

Row A
Thesis

0-1 point

Course Skill

7.B

Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

0 points

- 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 presents an interpretation and may establish a line of reasoning.

Decision Rules and Scoring Notes

Responses that do not earn this point:

- The intended thesis only restates the prompt.
- The intended thesis is only a generalized comment about the poem that doesn't respond to the prompt
- The intended thesis simply describes the poem or features of the poem rather than making a claim that requires a defense.

Responses that earn this point:

- The thesis takes a position on/provides a defensible interpretation in response to the prompt.

Additional Notes:

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.

Reporting Category	Scoring Criteria - Rubric				
Row B Evidence AND Commentary 0-4 points ***Course Skills*** **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning. **7.E** Demonstrate control over the elements of composition to communicate clearly.	**0 points** Simply restates thesis (if present) . OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	**1 point** Summarizes the plot/text without reference to a thesis. OR Provides nonspecific 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.
	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, devices or techniques 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:*** • Provide commentary that engages significant details of the text to draw conclusions. • Integrate short excerpts 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.				

Reporting Category	Scoring Criteria - Rubric	
Row C **Sophistication** **0-1 point** ***Course Skills*** **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the claim. **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning. **7.E** Demonstrate control over the elements of composition to communicate clearly.	**0 points** Does not meet the criteria for 1 point.	**1 point** Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. • Only hint or suggest other possible interpretations. • Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that interpretation • Oversimplify complexities in the poem. • Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument .	**Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument 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. 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.
	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.	

Question 2: Prose Fiction Analysis
6 points

Reporting Category	Scoring Criteria - Rubric

Row A
Thesis

0-1 point

Course Skill

7.B

Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

0 points

- 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 presents an interpretation and may establish a line of reasoning.

Decision Rules and Scoring Notes

Responses that do not earn this point:

- The intended thesis only restates the prompt.
- The intended thesis is only a generalized comment about the text that doesn't respond to the prompt
- The intended thesis simply describes the text or features of the text rather than making a claim that requires a defense.

Responses that earn this point:

- The thesis takes a position on/provides a defensible interpretation in response to the prompt.

Additional Notes:

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 ~~conveys~~ supports that line of reasoning.

Reporting Category	Scoring Criteria - Rubric				
Row B Evidence AND Commentary 0-4 points	**0 points**	**1 point**	**2 points**	**3 points**	**4 points**
Course Skills **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning. **7.E** Demonstrate control over the elements of composition to communicate clearly.	Simply restates thesis (if present) . OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	Summarizes the plot/text without reference to a thesis. OR Provides nonspecific references to the text OR Provides references to the text that are vaguely relevant. AND Provides little or no commentary.	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.	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.	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.
	Decision Rules and Scoring Notes				
	Typical responses that earn 0 points:	***Typical responses that earn 1 point:***	***Typical responses that earn 2 points:***	***Typical responses that earn 3 points:***	***Typical responses that earn 4 points:***
	• Are incoherent or do not address the prompt. • May be just opinion with no textual references or references that are irrelevant.	• Drop in textual references, devices or techniques with little or no explanation.	• Contain multiple inaccuracies or instances of repetition in commentary. • Offer only simplistic explanations that don't strengthen the argument.	• 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.	• Provide commentary that engages significant details of the text to draw conclusions. • Integrate short excerpts 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.				

Reporting Category	Scoring Criteria - Rubric	
Row C **Sophistication** **0-1 point** ***Course Skills*** **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the claim. **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning. **7.E** Demonstrate control over the elements of composition to communicate clearly.	**0 points** Does not meet the criteria for 1 point.	**1 point** Demonstrates sophistication of thought and/or develops a complex literary argument.

Decision Rules and Scoring Notes

Responses that do not earn this point:

- Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.
- Only hint or suggest other possible interpretations.
- Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation
- Oversimplify complexities in the passage.
- Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument.

Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument 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. 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.

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.

Question 3 : Literary Argument
6 points

Reporting Category	Scoring Criteria - Rubric

Row A
Thesis

0-1 point

Course Skill

7.B

Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

0 points

- 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 thesis.
- There is a thesis, but it does not respond to the prompt.

1 point

Responds to the prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning.

Decision Rules and Scoring Notes

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.

Responses that earn this point:

- The thesis takes a position on/provides a defensible interpretation in response to the prompt.

Additional Notes:

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 conveys that line of reasoning.

Reporting Category	Scoring Criteria - Rubric				
Row B Evidence AND Commentary 0-4 point ***Course Skills*** **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the ~~claim~~ thesis. **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning. **7.E** Demonstrate control over the elements of composition to communicate clearly.	**0 points** Simply restates thesis (if present). OR Repeats provided information. OR Provides examples that are generally irrelevant and/or incoherent.	**1 point** Summarizes the plot/text without reference to a thesis. OR provides nonspecific 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 point** 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. The response must address an interpretation about the work as a whole.
	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 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.				

Reporting Category	Scoring Criteria - Rubric	
Row C **Sophistication** **0-1 point** ***Course Skills*** **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the claim. **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning. **7.E** Demonstrate control over the elements of composition to communicate clearly.	**0 points** Doesn't meet the criteria for 1 point.	**1 point** Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations. • Only hint or suggest other possible interpretations. • Make a single statement about how consideration of the topic relates to a possible meaning of the chosen work as a 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 earn this point may demonstrate a sophistication of thought or develop a complex literary argument 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. 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.
	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.	