

Scoring Rubric for Question 3: Argument Essay

6 points

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p> <p>4.B</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>1 point</p> <p>Responds to the prompt with a defensible thesis that may establish a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • 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. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • The thesis responds to the prompt rather than restating or rephrasing the prompt <u>and</u> clearly takes a position rather than just stating there are pros/cons.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0-4 points)</p> <p>2.A</p> <p>4.A</p> <p>6.A</p> <p>6.B</p> <p>6.C</p>	<p>0 points</p> <p>Simply restates thesis (if present).</p> <p>OR</p> <p>Repeats provided information.</p> <p>OR</p> <p>Provides examples that are generally irrelevant and/or incoherent.</p>	<p>1 point</p> <p>Provides evidence or example(s) relevant to the subject of the prompt.</p> <p>AND</p> <p>Provides little or no commentary.</p>	<p>2 points</p> <p>Provides evidence or example(s) relevant to the subject of the prompt.</p> <p>AND</p> <p>Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.</p>	<p>3 points</p> <p>Provides evidence relevant to the thesis.</p> <p>AND</p> <p>Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.</p>	<p>4 points</p> <p>Provides evidence relevant to the thesis.</p> <p>AND</p> <p>Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.</p>
	Decision Rules and Scoring Notes				
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent and do not address the prompt. • May offer just opinion with little or no evidence provided. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Provide evidence but little or no explanation. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Provide explanations of evidence that are repetitive (there is little or no development). 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide commentary that is clear but there are times when the link between the evidence and the thesis may be unclear or strained. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Provide commentary that engages specific evidence to draw conclusions. • Integrate evidence throughout to support the student's reasoning.
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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	
<p>Row C Sophistication (0-1 points)</p> <p>2.A</p> <p>4.C</p> <p>6.B</p> <p>8.A</p> <p>8.B</p> <p>8.C</p>	<p>0 points</p> <p>Does not meet the criteria for 1 point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> 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. 	<p>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:</p> <ol style="list-style-type: none"> Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. Situating the argument within a broader context, recognizing the implications of the argument. Engaging concession, rebuttal, and/or refutation of other arguments relating to the thesis. Making effective rhetorical choices that strengthen the force and impact of the student’s argument. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.
<p>Additional Notes:</p> <ul style="list-style-type: none"> 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. 		