

## Scoring Rubric for the Open Essay

Reporting Category	Scoring Criteria	
<p><b>Row A</b></p> <p><b>Thesis</b></p> <p><b>(0-1 points)</b></p>	<p><b>0 points</b></p> <p>For any of the following:</p> <ul style="list-style-type: none"> <li>• There is no defensible thesis.</li> <li>• The intended thesis only restates the prompt.</li> <li>• The intended thesis provides a summary of the issue with no apparent or coherent thesis.</li> <li>• There is a thesis, but it does not respond to the prompt.</li> </ul>	<p><b>1 point</b></p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Only restate the prompt.</li> <li>• Make a generalized comment about the selected work that doesn't respond to the prompt.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a defensible interpretation in response to the prompt.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>• The thesis may be anywhere within the response.</li> <li>• For a thesis to be defensible, the selected work must include at least minimal evidence that <i>could</i> be used to support that thesis; however, the student need not cite that evidence to earn the thesis point.</li> <li>• The thesis <i>may</i> establish a line of reasoning that structures the essay, but it needn't do so to earn the thesis point.</li> <li>• 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.</li> </ul>		

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<p><b>Row B Evidence AND Commentary (0-4 points)</b></p>	<p><b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general. <b>AND</b> <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p><b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence. <b>AND</b> <b>COMMENTARY:</b> 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.</p>	<p><b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND</b> <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.</p>	<p><b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning. <b>AND</b> <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>					
	<p><b>Typical responses that earn 0 points:</b></p> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>	<p><b>Typical responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Tend to focus on overarching narrative developments or description of a selected work rather than specific details.</li> </ul>	<p><b>Typical responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument.</li> <li>May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established.</li> </ul>	<p><b>Typical responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details from the selected work to build an interpretation.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul>	<p><b>Typical responses that earn 4 points:</b></p> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details from the selected works to build an interpretation.</li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole.</li> </ul>					

Reporting Category	Scoring Criteria	
<b>Row C</b> <b>Sophistication</b> <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or develops a complex literary argument.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations.</li> <li>• Only hint at or suggest other possible interpretations.</li> <li>• Oversimplify complexities of the topic and/or the selected work.</li> <li>• Use complicated or complex sentences or language that is ineffective because it does not enhance the student's argument.</li> </ul>	<b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b> <ol style="list-style-type: none"> <li>1. Identifying and exploring complexities or tensions within the selected work.</li> <li>2. Illuminating the student's interpretation by situating it within a broader context.</li> <li>3. Accounting for alternative interpretations of the selected work.</li> <li>4. Employing a style that is consistently vivid and persuasive.</li> </ol>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference.</li> </ul>		