**Argument** **Question:** **General** **Analytic** **Rubric** **(adapted** **from** **Collegeboard.org) August 2019**

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| **Row** **A:** **Thesis,** **0-1** **point** | | | | | |
| **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 may establish a line of reasoning | | |
| **Responses** **that** **do** **not** **earn** **this** **point:** | | | **Responses** **that** **earn** **this** **point:** | | |
| * The intended thesis only restates the prompt. * The intended thesis is vague, must be inferred, does not take a position, equivocates or summarizes other’s arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad). * The intended thesis simply states an obvious fact rather than a making a claim that requires a defense. | | | The thesis responds to the prompt rather than restating or rephrasing the prompt and the thesis clearly takes a position rather than just stating there are pros/cons. | | |
| **Note:** Thesis may be one or more sentences anywhere in the response. Can be awarded the point whether or not the response successfully supports the reasoning. | | | | | |
| **Row** **B:** **Evidence** **AND** **Commentary,** **0-4** **points** | | | | | |
| **0** **points** | **1** **point** | **2** **points** | | **3** **points** | **4** **points** |
| Simply restates thesis (if present).  OR  Repeats provided information.  OR  Provides examples that are generally irrelevant and/or incoherent. | Provides evidence or example(s) relevant to the subject of the prompt.  AND  Provides little or no commentary. | Provides evidence or example(s) relevant to the subject of the prompt.  AND  Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence. | | Provides evidence relevant to the thesis.  AND  Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete. | Provides evidence relevant to the thesis.  AND  Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis. |
| ***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 offer just opinion or repeat the ideas from a single source. | Provides evidence but little or no explanation. | * Provide explanations of evidence that are repetitive (there is little or no development). | | * Provide commentary that is clear but there are times when the link between the evidence and the thesis may be unclear or strained. | * Provide commentary that engages specific details from the sources to draw conclusions. * Integrate evidence from sources throughout to support the student’s reasoning. |
| **Note:** Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. | | | | | |
| **Row** **C:** **Sophistication,** **0-1** **point** | | | | | |
| **Responses** **that** **do** **not** **earn** **this** **point:** | | **Responses** **that** **earn** **this** **point** **may** **demonstrate** **a** **sophistication** **of** **thought** **or** **develop** **a** **complex** **literary** **argument** **by** **doing** **any** **of** **the** **following:** | | | |
|  Attempt to contextualize their interpretation, but such attempts consist of predominantly sweeping generalizations.   Only hint or suggest other possible interpretations.   Oversimplify complexities of the topic and/or the text.   Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument. | | 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. Engaging concession, rebuttal, and/or refutation of other arguments relating to the thesis.  4. Recognizing and accounting for contradictions and complexities within the text.  5. Making effective rhetorical choices that strengthen the force and impact of the student’s argument  6. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument. | | | |
| **Note:** 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. | | | | | |