

2023

AP<sup>®</sup>



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# AP<sup>®</sup> English Literature and Composition

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### **Free-Response Question 1**

- Scoring Guidelines**
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## Question 1: Poetry Analysis

6 points

In William Ellery Channing’s poem “The Barren Moors,” published in 1843, the speaker addresses moors, open expanses of wild, uncultivated land. Read the poem carefully. Then, in a well-written essay, analyze how Channing uses literary elements and techniques to develop a complex portrayal of the speaker’s experience of this natural setting.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis</b> <b>(0–1 points)</b>	<b>0 points</b> For any of the following: <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 claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a thesis that presents a defensible interpretation of the poem.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Make a generalized comment about the poem that doesn't respond to the prompt.</li> <li>Describe the poem or features of the poem rather than making a claim that requires a defense.</li> </ul>		<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a defensible interpretation of the complex portrayal of the speaker's experience of this natural setting.</li> </ul>
<b>Examples that do not earn this point:</b> <b>Restate the prompt</b> <ul style="list-style-type: none"> <li><i>"The speaker has a complex experience in the setting of these moors."</i></li> <li><i>"William Ellery Channing uses various literary devices to portray the speaker's complex experience in nature."</i></li> </ul> <b>Do not relate to the prompt</b> <ul style="list-style-type: none"> <li><i>"Nature experiences can inspire great poetry."</i></li> </ul> <b>Describe the poem or features of the poem</b> <ul style="list-style-type: none"> <li><i>"This poem is particularly vivid in its description of the moors."</i></li> </ul>		<b>Examples that earn this point:</b> <b>Provide a defensible interpretation</b> <ul style="list-style-type: none"> <li><i>"The speaker's experience of the natural setting is one of solitude and uncertainty, but also of appreciation and peace."</i></li> <li><i>"By having the speaker address the moors directly, Channing portrays the setting to be a place where divisions are blurred."</i></li> <li><i>"The moors provide an escape from the cares of the world, but this escape to nature does not provide any advice or resolution. Rather, it offers a quiet that's more 'profound.'"</i></li> </ul>
<b>Additional Notes:</b> <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 poem 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>		

Reporting Category	Scoring Criteria				
<p><b>Row B</b></p> <p><b>Evidence AND Commentary (0–4 points)</b></p>	<p><b>0 points</b></p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b> Provides evidence that is mostly general.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p><b>2 points</b></p> <p><b>EVIDENCE:</b> Provides some specific, relevant evidence.</p> <p><b>AND</b></p> <p><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></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.</p> <p><b>AND</b></p> <p>Explains how at least one literary element or technique in the poem contributes to its meaning.</p>	<p><b>4 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.</p> <p><b>AND</b></p> <p>Explains how multiple literary elements or techniques in the poem contribute to its meaning.</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 summary or description of a poem rather than specific details or techniques.</li> <li>Mention literary elements, devices, or techniques with little or no explanation.</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 words and details from the poem 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 words and details from the poem 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> <li>Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the poem.</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 may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the poem.</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 (“<i>Human experiences always include ...</i>” OR “<i>In a world where ...</i>” OR “<i>Since the beginning of time ...</i>”).</li> <li>• Only hint at or suggest other possible interpretations (“<i>While another reader may see ...</i>” OR “<i>Though the poem could be said to ...</i>”).</li> <li>• Make a single statement about how an interpretation of the poem comments on something thematic without consistently maintaining that thematic interpretation.</li> <li>• Oversimplify complexities in the poem.</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 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 poem.</li> <li>2. Illuminating the student’s interpretation by situating it within a broader context.</li> <li>3. Accounting for alternative interpretations of the poem.</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>		

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Begin your response to each question at the top of a new page. Do not skip lines.

Nature in poetry can often represent an unpredictable force in existence, but in William Ellery Channing's poem, "The Barren Moors", the speaker finds comfort and meditative bliss in the wilderness. Through a tone which reveals itself to be escapist in nature, Channing conveys a deep connection with nature in the midst of a bustling society while using several countless literary devices such as simile, metaphor, exclamatory sentences and selective capitalization.

The speaker first establishes a love of lying on "bare rocks" <sup>like these rocks</sup> on the shore. The repetition of this address ~~suggests~~ not only satisfies the meter of the poem; ~~but~~ it emphasizes ~~the~~ one of many specific details ~~of~~ of moors which the speaker appreciates. Throughout the first and third stanzas especially there is an inclusion of ~~off~~ unique visual appeals which aid in illuminating an ~~obvious~~ motif of calm observance. It is especially common in literature of this era to find speakers such as he in "The Barren Moors". Throughout great poverty and industrialization, the reliance on nature to find solace is often underscored by a mechanistic, ~~an~~ unfeeling society. It is through phrases such as "dreamy home", and "silence most profound" that it becomes clear how important these comforts are to the speaker, who finds them not at work or in bed, but away from "busy life". This natural setting is revealed to be a source of loneliness as well, but not necessarily in a negative sense. The ~~repetitive~~ synchdoctmic metaphor of the "friend's cold eyes" reveals that while ~~the~~ time spent on the moor makes the

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- Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

speaker feel like a "fox [pursuing] his lonely way", he is also free from societal judgement altogether. It is clear that Channing hopes to convey a deep sense of freedom amidst complex emotions that are associated with escapism, and this is achieved through several complex comparisons, and imagery which create the escapist tone.

Furthermore, the speaker's focus appears to change throughout the poem. In several ways, Channing conveys the both the depth of the speaker's experience, as well as the subtle attraction to contemplation which the setting incites. The enthusiasm in wandering ~~for~~ in the moors transforms itself into epiphanic reflections on society overall. While the first stanza is narrowly focused, the following sections reflect on loneliness, then isolation, then freedom, then finally on the speaker's place in the world: "Between, I stand, ... between two silent floors." It would appear that the speaker has been called to consider his place in the world after having found a place of meditative rest. As the speaker grows introspective, he realizes in a shout, solidifying his ode: "O barren moors!". This crystallizes the tone as merely escapist, while also facing struggles such as one's place in existence. The use of the phrase "two floors" would indicate that Channing is referring to nature in the mortal realm, and the realm beyond life itself. While he may not have the capability to live past death, or know the secrets of life, the speaker is content merely "to stand", so long as he does not have to chase

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

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Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

wealth or power as many do.

To conclude, Channing's poem "The Parken Moors" is an escapist ode to nature that draws the reader in through consistent meter and rhyme. The speaker undergoes a spiritual connection and sense of gratitude for nature in the absence of society's eye. Overall, Channing uses literary devices and techniques to create an escapist, whimsical tone while structuring the poem to convey the epiphanic revelations one derives from spending time in awe of the natural world.

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Important: Completely fill in the circle that corresponds to the question you

Question 1

Question 2

Question 3

Begin your response to each question at the top of a new page. Do not skip lines.

are answering on this page.

In "The Barren Moor", Channing writes about a wild landscape separated from society. Through a variety of similes and other literary techniques, Channing shows how the speaker uses this land as a place to retreat from mundane activities and find purpose through isolation.

In the first stanza, the author uses anaphora by repeating the phrase, "on your barren rocks", emphasizing the importance of such a place to the speaker. However, it also serves to categorize the place not just as an ordinary piece of land, but as a center of ~~hospitality~~ hospitality by choosing to use and repeat the word "your". This gives the sense that the place is more symbolic in that it serves as a shelter and safe haven. By categorizing the rocks as "clouds upon a sky" in the following lines through the use of a simile, the speaker highlights how the natural setting is distant from ordinary life. It also goes to show how magical the setting is for the speaker who enjoys lying on those very rocks. The rhyme scheme used by the speaker throughout the poem reinforces a pleasant, flowing idea that it places on them.

In the next stanza, the speaker discusses how "these solitudes can fairly sate the passage of my loneliest day", ~~showing~~ creating a paradox that emphasizes how magical the place is in relation to society. It also shows that while the speaker understands they are isolated, they

Page 2

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Question 1

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Question 3



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are not negatively affected by these circumstances. This shows that solitude and introspection can be a rewarding experience. The speaker elaborates along this idea by commenting that these moors hide "the wounds of time." By finding a desolate place, the speaker can disconnect themselves from society and be able to transcend basic human nature. Death and aging cease to be problems or nuisances and simply fade into part of the landscape. No problems can be found in this paradise as the speaker remarks that "no friend's cold eye, or sad delay / shall vex me now where not a sound / falls on the ear". The use of an enjambment further enhances the phrase "not a sound" underscoring that all of these problems cease to exist. The speaker is free from the shackles of life and is able to reflect fully upon ~~on~~ themselves.

The final stanza goes to show ultimately how the speaker finds purpose. The symbolism of the "two silent floors" shows how the speaker is not only not anchored to either the ground or sky, but how they are free to explore. They are not tethered to their past, nor a destined future, simply to a present full of possibilities symbolized by the limitless moors. Their "one thought" echoed by this expanse is the purpose they are able to find in this enlightening setting.

Page 3

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Important: Completely fill in the circle that corresponds to the question you are answering on this

Question 1

Question 2

Question 3



Begin your response to each question at the top of a new page. Do not skip lines.

Channing's *The Barren Moors* incorporates literary elements and techniques to immerse readers in his poem. To be able to envision his story with their imagination.

In the first stanza he uses a simile to compare rocks to crags standing along a shore and to clouds on a placid sky. Readers can draw a picture and be able to tell how the rocks lay on the barren moors. "Like desert islands far at sea where not a ship can ever land," (lines 9-10). ~~The~~ <sup>The</sup> author compares the sand hills to waves of the ocean. ~~Although~~ <sup>Although</sup> they might look similar, ~~the~~ <sup>can't help</sup> the ~~ships~~ ships floating around.

The poem follows an "A B" pattern through out whole structure, a common rhyming method used by many. An example would be "desolate way, safe, day." A, B, A, B.

The 5<sup>th</sup> stanza says "No friend's cold eye, or sad delay shall vex me now where not a sound falls on the ear, and everyday is soft as silence most profound." "A cold eye" can refer to ~~some~~ someone's attitude towards you, which might not be very nice or friendly. ~~"everyday is soft as silence most profound"~~ <sup>"everyday is a soft silence"</sup> most profound. The author is telling readers that in this place he describes in the poem is his safe space.

The *Barren Moors* is a place where the author goes to get away, to find quiet and peace. He uses simile to ~~create~~ <sup>create</sup> an image in the reader's mind.

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## Question 1

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

For Question 1, the poetry analysis question, students were asked to read William Ellery Channing’s poem “The Barren Moors” and respond to the following prompt:

In William Ellery Channing’s poem “The Barren Moors,” published in 1843, the speaker addresses moors, open expanses of wild, uncultivated land. Read the poem carefully. Then, in a well-written essay, analyze how Channing uses literary elements and techniques to develop a complex portrayal of the speaker’s experience of this natural setting.

In a timed writing situation and with an unfamiliar text, students were expected to complete three tasks successfully. They were expected to:

- read the poem carefully;
- analyze the complex portrayal of the speaker’s experience of the natural setting; and,
- write a well-written response based on that analysis.

**Reading** the poem involves more than simply understanding individual words and describing what happens. Students were expected to view the text specifically as a poem, recognizing literary elements and techniques in the context of poetry, and then analyze how those techniques are used to shape the poem and its meaning. For example, in “The Barren Moors,” students might identify and explore: a variety of devices that impact meaning, including similes (“like crags upon the shores” and “Like desert Islands far at sea”), metaphors (“this deserted hall” and “two silent floors”), and symbols (“The fox” and “a ship”); how the initial repetition of “I stand” is disrupted in the final line (“To stand”); the author’s use of capital letters in “Islands” and “Life”; and how a single exclamation point in the final stanza signals a new awareness of the speaker.

**Analyzing** the poem means taking the relevant elements that students identified in their reading and exploring how the parts function collectively to create the meaning of the work as a whole. In “The Barren Moors” students needed to consider how the parts develop a complex portrayal of the speaker’s experience of the natural setting. The word “complex” is central to the prompt, reminding students to look for and explore the shifting, contradictory, or paradoxical aspects of the poem. For instance, students might analyze how elements initially considered negative (the isolation and barrenness of the moors) lead to positive experiences (refuge and escape from the world); how concrete aspects of the moors lead to abstract, philosophical meaning; or how a speaker with “wounds of time” can find a form of restoration in the experience (“O barren moors!”).

**Writing** a well-written response means demonstrating a variety of skills. Students were asked to establish a thesis that shows understanding of the speaker’s complex experience of the natural setting of the moors. They were asked to build this defensible interpretation with specific, relevant evidence from the poem and through their own commentary that explains the connection between their argument and the evidence. The more successful responses build a line of reasoning that connects ideas and shows the relationships between them. A well-written response is more than grammatically correct writing, and it should be noted that students are not expected in a timed writing situation to write a polished, revised essay.

**Question 1 (continued)****Sample: 1A****Score: 1-4-1****Row A: Thesis (0–1 points): 1**

This essay responds to the prompt with its thesis located in the first sentence of the essay: “Nature in poetry can often represent an unpredictable force in existence, but in William Ellery Channing’s poem, ‘The Barren Moors’, the speaker finds comfort and meditative bliss in the wilderness.” The thesis provides a defensible interpretation of the complex portrayal of the speaker’s experience of the natural setting. It earned 1 point in Row A.

**Row B: Evidence and Commentary (0–4 points): 4**

The response provides specific evidence coupled with clear and consistent commentary to build a line of reasoning that focuses on “a deep connection with nature in the midst of a bustling society” (paragraph 1). The evidence provided in paragraph 2 centers around the speaker’s “love of lying on ‘bare rocks’” and other images “which aid in illuminating a motif of calm observance.” Consideration of such evidence as “dreamy home” and “silence most profound” is followed by commentary that emphasizes the importance “these comforts” to the speaker. The essay argues, though, that the “natural setting is revealed to be a source of loneliness as well, but not necessarily in a negative sense.” Paragraph 3 examines the complexity of the speaker’s experience with the moors through an analysis of “the subtle attraction to contemplation which the setting invites.” The response explains how the speaker perceives the “two floors” as “nature in the mortal realm, and the realm beyond life itself.” This evidence and commentary work in tandem to develop the line of reasoning. The response explains how multiple literary techniques, such as repetition, metaphor, and shifts function in the poem and contribute to the interpretation. The essay argues that the repetition of the phrase “bare rocks” is significant because “it emphasizes one of many specific details of moors which the speaker appreciates” (paragraph 2). Additionally, the response points out the “synecdochic metaphor” of the “‘friend’s cold eye’” and argues in paragraph 2 that it represents “societal judgement.” In paragraph 3 the response considers the structure of the poem and notes, “While the first stanza is narrowly focused, the following sections reflect on loneliness, then isolation, then freedom, then finally on the speaker’s place in the world.” The response does not use a literary term here to describe the shifts in the poem, nor does it need to. The essay provides apt evidence, insightful commentary, and clear explanations of how literary elements contribute to the meaning. The line of reasoning is robustly supported. This essay earned 4 points in Row B.

**Row C: Sophistication (0–1 points): 1**

The essay offers a sustained exploration of the complexities and tensions within the poem, most notably in its consideration of how nature can provide an escape from society and allow the speaker to exist between two realms: “While he [the speaker] may not have the capability to live past death, or know the secrets of life, the speaker is content merely ‘to stand,’ so long as he does not have to chase wealth or power as many do” (paragraph 3). Additionally, the response employs a consistently vivid and persuasive style of writing that can be seen in sentences such as “Throughout great poverty and industrialization, the reliance on nature to find solace is often underscored by a machinistic, unfeeling society” (paragraph 2) and “In several ways, Channing conveys both the depth of the speaker’s experience, as well as the subtle attraction to contemplation which the setting incites. The enthusiasm in wandering in the moors transforms itself into epiphanic reflections on society overall” (paragraph 3). This essay earned the sophistication point in Row C.

**Question 1 (continued)****Sample: 1B**  
**Score: 1-3-0****Row A: Thesis (0–1 points): 1**

This response presents a thesis that offers a defensible interpretation of the poem in the second sentence of the first paragraph: “Through a variety of similes and other literary techniques, Channing shows how the speaker uses this land as a place to retreat from mundane activities and find purpose through isolation.” The essay earned 1 point in Row A.

**Row B: Evidence and Commentary (0–4 points): 3**

The essay incorporates specific evidence and effective commentary to support the line of reasoning which focuses on the importance of the moors as a retreat and a means of escape. Paragraph 2 of the essay pairs evidence such as “on your barren rocks” with commentary that argues that the phrase “serves to categorize the place not just as an ordinary piece of land, but a center of hospitality” through its repetition of the pronoun “your” and suggests “the place is more symbolic in that it serves as a shelter and safe haven.” The evidence “clouds upon a sky” is significant because “the speaker highlights how the natural setting is distant from ordinary life” (paragraph 2). In paragraph 3 the essay suggests that the “moors hide ‘the wounds of time.’” The commentary clarifies the significance of the evidence: “By finding a desolate place, the speaker can disconnect themselves from society.” Additionally, the claim that “No problems can be found in this paradise” is supported by the evidence, “no friend’s cold eye, or sad delay/shall vex me now where not a sound/falls on the ear” (paragraph 3). In paragraph 4 the essay explains the symbolism of “two silent floors” by arguing that “the speaker is not only not anchored to either the ground or sky, but how they are free to explore.” These pieces of evidence and commentary strengthen the argument that spending time on the moors is a liberating experience. However, while the essay has clearly shown the virtues of “finding a desolate place,” no explanation of how one could “transcend basic human nature” (paragraph 3) is offered. The essay contemplates the effect of several literary devices, including anaphora, simile, paradox, and enjambment, though the analysis of each tends to be brief. The essay earned 3 points in Row B.

**Row C: Sophistication (0–1 points): 0**

The essay tends to oversimplify some of the complexities in the passage (exemplified by the repeated reference to the moors as “magical”) and, therefore, does not include sophisticated or complex thinking. It did not earn the sophistication point in Row C.

**Sample: 1C**  
**Score: 1-1-0****Row A: Thesis (0–1 points): 1**

The thesis for this essay appears in its last paragraph: “The Barren Moors is a place where the author goes to get away, to find quiet and peace.” Because the thesis provides a defensible interpretation, the response earned 1 point in Row A.

**Row B: Evidence and Commentary (0–4 points): 1**

The response does not establish a clear line of reasoning. Paragraph 2 provides some evidence such as Channing “compares the sand hills to waves of the ocean,” but the commentary that follows, “Although they might look similar, the can’t have ships floating around,” is unrelated to the thesis.

### **Question 1 (continued)**

Additionally, the essay offers the evidence, “No freind’s cold eye, or sad delay shall vex me now where not a sound falls on the ear, and everyday is soft as silence most profound” in paragraph 3. While the commentary that follows makes a personal connection (“someone’s attitude towards you, which might not be very nice or friendly”), no explanation of how the personal connection is related to the thesis is offered. The response mentions literary techniques such as simile in paragraph 2 and rhyme scheme in paragraph 3 but does not provide commentary on how these devices connect to the thesis. This response earned 1 point in Row B.

#### **Row C: Sophistication (0–1 points): 0**

The response offers some generalizations about the moors being “his safe space” (paragraph 3), but it does not explore complexities within the poem or demonstrate sophistication of thought. This essay did not earn the sophistication point in Row C.