

2023



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

## Scoring Guidelines Set 2

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**Synthesis Essay****6 points**

Vertical farms are indoor agricultural facilities in which plants are grown, often in a hydroponic (soilless) environment, on tall stacks of shelves. Plants are given water, nutrients, and light mostly through automated processes. Advocates say that vertical farms are key to providing food for the future, yielding high-quality produce while making efficient use of land and water. Critics warn about the energy consumption associated with vertical farms' automated processes as well as problems related to cost and nutritional value.

Carefully read the following six sources, including the introductory information for each source. Write an essay that synthesizes material from at least three of the sources and develops your position on the value, if any, of vertical farms to the future of agriculture.

Source A (Severson article)

Source B (Ling and Altland interview)

Source C (table from Kozai and Niu)

Source D (Foley article)

Source E (Benke and Tomkins article)

Source F (graphic from Despommier)

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Select and use evidence from at least three of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- 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 position.
<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>Do not take a position, or the position is vague or must be inferred.</li> <li>Equivocate or summarize others’ arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad).</li> <li>State an obvious fact 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>Respond to the prompt by developing a position on the value, if any, of vertical farms to the future of agriculture, rather than restating or rephrasing the prompt. Clearly take a position rather than just stating there are pros/cons.</li> </ul>
<b>Examples that do not earn this point:</b> <b>Restate the prompt</b> <ul style="list-style-type: none"> <li><i>“Proponents of vertical farms argue that they are the key to providing food in the future, while critics warn about the cost and energy consumption of vertical farms.”</i></li> </ul> <b>Address the topic of the prompt but do not take a position</b> <ul style="list-style-type: none"> <li><i>“Vertical farms, or indoor farms where food is grown in tall towers, have been touted as a way to address potential food shortages in our growing global population.”</i></li> </ul> <b>Address the topic of the prompt but state an obvious fact as a claim</b> <ul style="list-style-type: none"> <li><i>“If the world’s population continues to grow at its current rate, we will eventually run out of arable land to grow enough food for everyone.”</i></li> </ul>		<b>Examples that earn this point:</b> <b>Present a defensible position that responds to the prompt</b> <ul style="list-style-type: none"> <li><i>“With the amount of farmland diminishing across the globe, vertical farms are the future of agriculture.”</i></li> <li><i>“Although vertical farms may seem like a viable solution for providing food for our growing population, important factors such as cost and energy consumption prevent it from being a fully sustainable model of agriculture.”</i></li> <li><i>“Because vertical farming still has some drawbacks, it should not replace traditional agricultural methods. However, vertical farming can be a good supplemental or alternative method of farming, especially in urban areas where farmland is scarce.”</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 sources 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 references fewer than two of the provided sources.</p>	<p><b>1 point</b></p> <p><b>EVIDENCE:</b> Provides evidence from or references at least two of the provided sources.</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 evidence from or references at least three of the provided sources.</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 from at least three of the provided sources 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>4 points</b></p> <p><b>EVIDENCE:</b> Provides specific evidence from at least three of the provided sources 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>
<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 sources 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 words and details from the sources to build an argument.</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 sources to build an argument.</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> </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 a complex understanding of the rhetorical situation.
	<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 argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where . . .</i>” OR “<i>Since the beginning of time . . .</i>”).</li> <li>• Only hint at or suggest other arguments (“<i>While some may argue that . . .</i>” OR “<i>Some people say . . .</i>”).</li> <li>• Use complicated or complex sentences or language that is ineffective because it does not enhance the argument.</li> </ul>	<b>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:</b> <ol style="list-style-type: none"> <li>1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources.</li> <li>2. Articulating the implications or limitations of an argument (either the student’s argument or arguments conveyed in the sources) by situating it within a broader context.</li> <li>3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument throughout the response.</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>		

**Rhetorical Analysis****6 points**

On May 21, 2016, the poet Rita Dove delivered a commencement address to graduating students at the University of Virginia at Charlottesville, where she was a professor of English at the time. Dove received a Pulitzer Prize for her poetry and served as the United States poet laureate from 1993 to 1995. She also writes in a variety of genres including fiction and drama. The following is an excerpt from her speech. Read the passage carefully. Write an essay that analyzes the rhetorical choices Dove makes to convey her message about what she wishes for her audience of graduating students.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis</b> <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 claim.</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 defensible thesis that analyzes the writer’s rhetorical choices.</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>Fail to address the rhetorical choices the writer of the passage makes.</li> <li>Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Former poet laureate Rita Dove, a professor of English at the University of Virginia, gave the commencement speech there in 2016.”</i></li> </ul> <p><b>Make a claim but do not address the writer’s rhetorical choices</b></p> <ul style="list-style-type: none"> <li><i>“Dove considers this particular commencement speech to the graduating class at the University of Virginia to be ‘personal’ because she teaches there.”</i></li> </ul> <p><b>Repeat provided information from the passage</b></p> <ul style="list-style-type: none"> <li><i>“Dove tells her audience of graduating students that they need to step out of their comfort zone and be 150% prepared for what comes ahead.”</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restating or rephrasing the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Dove makes to convey her message about what she wishes for her audience of graduating students.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Present a defensible thesis that analyzes the writer’s rhetorical choices</b></p> <ul style="list-style-type: none"> <li><i>“Rita Dove uses allusions, personal examples, and a friendly tone to convey her message to her audience of new graduates.”</i></li> <li><i>“Comparing herself to a ‘wily genie,’ Dove structures her speech through a series of ‘wishes’ to convey her advice to the graduating students.”</i></li> <li><i>“Under the guise of giving her audience of graduating students wishes instead of advice, Dove imparts advice and life lessons through examples both from her own life and from the lives of others.”</i></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 passage 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> <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 student’s 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. <b>AND</b> Explains how at least one rhetorical choice in the passage contributes to the writer’s argument, purpose, or message.</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. <b>AND</b> Explains how multiple rhetorical choices in the passage contribute to the writer’s argument, purpose, or message.</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 passage rather than specific details or techniques.</li> <li>• Mention rhetorical choices 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 passage to build an argument.</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 passage to build an argument.</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 rhetorical choices contributes to the student’s interpretation of the passage.</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 rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage.</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 a complex understanding of the rhetorical situation.
	<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 the text, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where . . .</i>” OR “<i>Since the beginning of time . . .</i>”).</li> <li>• Only hint at or suggest other arguments (“<i>While some may argue that . . .</i>” OR “<i>Some people say . . .</i>”).</li> <li>• Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.</li> <li>• Oversimplify complexities in the text.</li> <li>• Use complicated or complex sentences or language that is ineffective because it does not enhance their analysis.</li> </ul>	<b>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:</b> <ol style="list-style-type: none"> <li>1. Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).</li> <li>2. Explaining a purpose or function of the passage’s complexities or tensions.</li> <li>3. 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>		

## Argument Essay

6 points

In a 2018 interview about the importance of collaboration, then United States Representative Carlos Curbelo stated: “If you’re trying to convince someone that they need to get involved in an issue or perhaps change their thinking on an issue, trying to scare them is not always effective and can actually sow resentment.”

Write an essay that argues your position on the extent to which Curbelo’s claim about persuading others is valid.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible position.
- Provide 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	
<p><b>Row A</b> <b>Thesis</b> <b>(0–1 points)</b></p>	<p><b>0 points</b> 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 claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<p><b>1 point</b> Responds to the prompt with a thesis that presents a defensible position.</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>Do not take a position, or the position is vague or must be inferred.</li> <li>State an obvious fact rather than making a claim that requires a defense.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Respond to the prompt by taking a position on the extent to which Curbelo’s claim about persuading others is valid, rather than restating or rephrasing the prompt. Clearly take a position rather than just stating that there are pros/cons.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Do not take a position</b></p> <ul style="list-style-type: none"> <li><i>“Sometimes presenting someone with information that frightens them is effective in getting them to see your point of view and sometimes this tactic backfires.”</i></li> </ul> <p><b>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</b></p> <ul style="list-style-type: none"> <li><i>“People can be persuaded by many things.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Present a defensible position that responds to the prompt.</b></p> <ul style="list-style-type: none"> <li><i>“Former U.S. Representative Curbelo correctly points out that scare tactics are not effective when trying to foster collaboration.”</i></li> <li><i>“Although trying to frighten someone into changing their mind might be considered bullying in many instances, there are some situations where the only way to make people see reason is to present them with the unpleasant, and often scary, truth.”</i></li> <li><i>“It’s interesting that Carlos Curbelo points out that trying to scare people into doing what you want can foster resentment, because often the original attempt to scare someone is a result of resentment—resentment that the other person doesn’t think the same way you do—and that is never a good position upon which to develop a collaborative relationship.”</i></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>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				
<b>Row B</b> <b>Evidence</b> <b>AND</b> <b>Commentary</b> <b>(0–4 points)</b>	<b>0 points</b> Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	<b>1 point</b> <b>EVIDENCE:</b> Provides evidence that is mostly general.  AND  <b>COMMENTARY:</b> Summarizes the evidence but does not explain how the evidence supports the argument.	<b>2 points</b> <b>EVIDENCE:</b> Provides some specific, relevant evidence.  AND  <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.	<b>3 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  AND  <b>COMMENTARY:</b> Explains how some of the evidence supports a line of reasoning.	<b>4 points</b> <b>EVIDENCE:</b> Provides specific evidence to support all claims in a line of reasoning.  AND  <b>COMMENTARY:</b> Consistently explains how the evidence supports a line of reasoning.
	Decision Rules and Scoring Notes				
	<b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no evidence or evidence that is irrelevant.</li> </ul>	<b>Typical responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Tend to focus on summary of evidence rather than specific details.</li> </ul>	<b>Typical responses that earn 2 points:</b> <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>	<b>Typical responses that earn 3 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details to build an argument.</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>	<b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific details to build an argument.</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>
<b>Additional Notes:</b> <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> </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 a complex understanding of the rhetorical situation.
	<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 argument, but such attempts consist predominantly of sweeping generalizations (<i>“In a world where . . .”</i> OR <i>“Since the beginning of time . . .”</i>).</li> <li>• Only hint at or suggest other arguments (<i>“While some may argue that . . .”</i> OR <i>“Some people say . . .”</i>).</li> <li>• Use complicated or complex sentences or language that is ineffective because it does not enhance the argument.</li> </ul>	<b>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:</b> <ol style="list-style-type: none"> <li>1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.</li> <li>2. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by situating it within a broader context.</li> <li>3. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument.</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>		