

# ARGUMENT ANALYSIS SCORING GUIDE 2020

## BASED ON THE AP ENGLISH LANGUAGE AND COMPOSITION SCORING GUIDE

<b>THESIS</b>	<b>0 POINTS</b> For <i>any</i> of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis. (states obvious fact instead of a claim that requires defense)</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>EVIDENCE &amp; COMMENTARY</b>	<b>0 POINTS</b> Restates thesis (if there is one) OR Repeats provided information OR Irrelevant or incoherent examples  <i>Typical responses:</i> <ul style="list-style-type: none"> <li>Incoherent</li> <li>Does not address prompt</li> <li>Offers just opinion with no evidence, little evidence, or irrelevant evidence.</li> </ul>	<b>1 POINT</b> <u>EVIDENCE:</u> Provides evidence that is mostly general  <b>AND</b> <u>COMMENTARY:</u> Summarizes evidence, but does not explain how it supports argument  <i>Typical responses:</i> <ul style="list-style-type: none"> <li>Tends to focus on summary of evidence rather than specific details</li> </ul>	<b>2 POINTS</b> <u>EVIDENCE:</u> Provides some specific relevant evidence  <b>AND</b> <u>COMMENTARY:</u> Explains how some of the evidence relates to student’s argument, but no line of reasoning is established, or the line of reasoning is faulty.  <i>Typical responses:</i> <ul style="list-style-type: none"> <li>Consists 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 other points or do not adequately support more than one point</li> </ul>	<b>3 POINTS</b> <u>EVIDENCE:</u> Provides specific evidence to support all claims in a line of reasoning  <b>AND</b> <u>COMMENTARY:</u> Explains how some of the evidence supports a line of reasoning  <i>Typical responses:</i> <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 argument as a line of reasoning composed of multiple supporting points</li> <li>Commentary may fail to integrate some evidence or fail to support a key point</li> </ul>	<b>4 POINTS</b> <u>EVIDENCE:</u> Provides specific evidence to support all claims in a line of reasoning  <b>AND</b> <u>COMMENTARY:</u> Consistently explains how the evidence supports a line of reasoning  <i>Typical responses:</i> <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 argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence clearly explained</li> </ul> <i>Writing that suffers from grammatical or mechanical errors that interfere with communication cannot earn 4 pts</i>
<b>SOPHISTICATION</b>	<b>0 POINTS</b> <i>Typical responses:</i> <ul style="list-style-type: none"> <li>Attempt to contextualize their argument, but consist mostly of sweeping generalizations</li> <li>Only hint at or suggest other arguments</li> <li>Use complicated or complex sentences or language that are ineffective because they do not enhance the argument</li> </ul>		<b>1 POINT</b> Responses that earn this point do <i>any</i> of the following: <ol style="list-style-type: none"> <li>Crafting a nuanced argument by consistently identifying and exploring complexities or tensions.</li> <li>Articulating the implications or limitations of an argument by situating it within a broader context.</li> <li>Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument.</li> <li>Employing a style that is consistently vivid and persuasive throughout the student’s response.</li> </ol> <hr/> <i>This point is awarded only if the sophistication or complex understanding is part of the student’s argument, and not merely a phrase or reference inserted for the sake of sounding sophisticated.</i>		

### GRADE CONVERSION

0	1	2	3	4	5	6
0-10	10-20	20-60	60-80	80-90	90-97	97-100

### YOUR GRADE

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