

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p>	<p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> 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 thesis. There is a thesis, but it does not respond to the prompt. 	<p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Make a generalized comment about the selected work that doesn't respond to the prompt. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a defensible interpretation of a literal or unconventional house that serves as a significant symbol in the selected work. <p>OR</p> <ul style="list-style-type: none"> Make a claim about how the symbolism of a literal or unconventional house contributes to an interpretation of the work as a whole.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> <i>"Houses—either literal houses or unconventional ones like hospitals or hotels—often serve as significant symbols in fiction."</i> <p>Do not respond to the prompt but make a generalized comment about the selected work</p> <ul style="list-style-type: none"> <i>"The 'house' in the title of Edith Wharton's <u>The House of Mirth</u> is actually a Biblical reference."</i> <i>"In <u>A Streetcar Named Desire</u>, Stella and Stanley find that their life is not what they had hoped it would be."</i> 		<p>Examples that earn this point:</p> <p>Provides a defensible interpretation</p> <ul style="list-style-type: none"> <i>"The house on Bluestone Road symbolizes Sethe's escape from slavery and her inability to escape from her traumatic memories."</i> <i>"The Pequod, and its destruction, represents the futility of Ahab's obsessive pursuit of Moby Dick, which brings about his own death."</i> <i>"The Pyncheon mansion in <u>The House of the Seven Gables</u> symbolizes how the sins of the past are revisited on subsequent generations."</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis may be more than one sentence, provided the sentences are in close proximity. The thesis may be anywhere within the response. 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. 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. 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. 		

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

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex literary argument.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • 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>”). • Only hint at or suggest other possible interpretations (“<i>While another reader may see...</i>” OR “<i>Though the text could be said to...</i>”). • Oversimplify complexities of the topic and/or the selected work. • Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 		<p>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</p> <ol style="list-style-type: none"> 1. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the text. 4. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. 		

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.

Homes are representations of selves. Just as each human being lives within the confines of their own mind, each person (save for the homeless) has their own house, ~~also~~ filled with their belongings of loved ones, like how a mind is filled with one's memories and relationships. Perhaps in no text is this more true than in Toni Morrison's Nobel-Prize winning "Beloved." In the novel, Morrison uses the characters' home "124" to represent the trauma they continually endure, ultimately illustrating that trauma is only remedied by support and love.

Sethe, an escaped slave, kills her baby ~~long~~ ^{at} the prospect of ~~it~~ ^{them} being subjected to slavery. This happens long before "Beloved" starts, but is the catalyst that sets the story's events in motion. The trauma Sethe retains from the compound suffering of her slave-experience and her act of infanticide ~~is~~ is represented by the ghost of the slain ~~the~~ infant, ~~who~~ ^{who} goes only by "Beloved." This ghost haunts 124, Sethe and her remaining family's home, just as how her trauma haunts her mind. Although nobody outside the family dares to enter the home, Sethe refuses on ever leaving it, communicating the theme ~~that~~ ^{message} that trauma traps people, preventing them from moving forward.

The ghost of Beloved's haunting creates much hardship for Denver, Howard and Bugler, ~~Sethe's~~ ^{Sethe's} three ^{remaining} children. They are tormented by the problems the ~~own~~ spiteful ~~spirit~~ ^{spirit} creates, just as how children are tormented by the adverse

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effects their parent's trauma has on how they are treated. Eventually, Howard and Bugler can't bear the tumultuous, conflict-ridden home and leave, demonstrating how unprocessed ~~trauma~~ ~~trauma~~ trauma can hurt the trauma-afflicted's relationships. ~~Then~~ However, Denver remains in the house, and in time grows not only comfortable with trauma but reliant on it—she only knows how to exist with trauma, and finds peace and equanimity and happiness not just foreign but unfavorable. When Paul D, a ~~former~~ ^{former} figure from Sethe's past who was enslaved in the same farm and thus shares much of the same ~~trauma~~ trauma, arrives and bestows love and Sethe with some joy, ~~there is~~ ^{momentarily} ~~dis~~ ^{dis}pelting the ghost (trauma), Denver is displeased. She burrows herself in what trauma she can still master, illustrating the harmful mental and emotional effects living with, in or near trauma has on people.

Paul D's arrival demonstrates another thematic ^{conclusion} ~~idea~~ on trauma. When he arrives, he's able to send away the trauma-spirit, but only for a short time. Joy, not only does Beloved return, but she returns in corporeal form, as a person— not only does Sethe's trauma return, but it comes back for infinitely more palpable ~~and~~ than it had been. The tangible trauma, the flesh-and-bone Beloved, is ~~initially~~ ^{initially} sweet, but in time devolves. She demands all of Sethe's attention, scares away Paul D, and ~~almost~~ ^{neary} ~~drains~~ ^{drains} every ~~bit~~ source of life and vitality from Sethe. She takes a

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Question 1

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

profound toll on Seth's mental state, driving her up to and perhaps over the brink of lunacy. It's not until the whole town, at Denver's wish, arrives before the 124 ~~and~~ offers up support to Seth that the malignant Beloved goes away. Thus, the thematic conclusion on trauma is clear -- only through love, care, support and connection can one's trauma ever begin to heal.

As much as humans extoll and laud their intellect, having such high-powered brains is often more of a burden than a blessing. Sure, we can comfort ourselves in hard times by turning our minds to happier ~~times~~ ^{moments} and produce a sense of joy, positivity and even hope, but we can just as well have good or normal times turned ~~down~~ ^{ruined} by lasting memories of horrible experiences, by trauma. The use of a home in Beloved builds this point brilliantly with Nobel-Prize-winning genius. By painting the psyche as a home and trauma as a home-haunting ghost, Toni Morrison is able to reveal ~~profound~~ truths about the effects of trauma on one's self, ~~the~~ ^{the} loved ~~ones~~ ^{ones} ~~living in or near~~ ^{engaging with that} ~~that~~ self, and ~~how~~ ^{how} such harmful trauma can be remedied. & With this, she inspires readers to pause the walls of their own home, consider the paintings that light up their eyes, the family photos that warm their hearts, and the ghosts that haunt them. Until they open that home to others, those ~~joy~~ joy-bringing images will be thrown ~~on~~ off the wall and to the floor

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by the pained spirits. Until they open themselves up to love and support, they won't be able to leave the bad moments ~~off~~ in their past ^{behind} ~~in the past~~, and they won't be able to ^{move forward,} enjoying the beauty and love ^{all} around them.

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Question 3 - Literary Argument

Sample Identifier: A—*Beloved*

Score: 1-4-1

A. Thesis (0-1 points): 1

- This response thoroughly and perceptively analyzes how Toni Morrison uses Sethe’s home, 124, as a symbol of trauma in her novel *Beloved*.
- In the introductory paragraph, the writer presents the thesis, “In the novel, Morrison uses the character’s home ‘124’ to represent the trauma they continually endure, ultimately illustrating that trauma is only remedied by support and love.” This thesis earns the point in Row A.

B. Evidence and Commentary (0-4 points): 4

- In paragraph 2, the writer argues that the “suffering of her [Sethe’s] slave-experience and her act of infanticide is represented by the ghost of the slain infant, who goes only by Beloved.” The evidence presented in the essay highlights each character’s reaction to the ghost. For example, the essay describes how Howard and Bugler leave home and how Denver adjusts to the ghost’s presence: she “grows not only comfortable with trauma but reliant on it—she only knows how to exist with trauma, and finds peace and equanimity and happiness not just foreign but unfavorable.” The essay also focuses on the arrival of Paul D and his relationship with Beloved and how Beloved’s presence grows stronger in response to his presence.
- The commentary offered consistently relates the evidence to the thesis. In paragraph 3, the writer suggests that Howard and Bugler’s departure demonstrates “how unprocessed trauma can hurt the trauma-afflicted’s relationships.” The commentary uniformly builds upon the essay’s focus on the house as a symbol of trauma. For example, the writer describes Beloved’s return to the house: “not only does Beloved return but she returns in corporeal form, as a person,” making Sethe’s trauma “infinitely more palpable than it had been.” In paragraph 4, the writer points out Beloved’s “profound toll on Sethe’s mental state, driving her up to and perhaps over the brink of lunacy.”
- The line of reasoning presented in the introduction (how the house symbolizes the trauma the characters experience) is used to organize the structure of the response, and each paragraph connects back to and builds upon this thesis. The line of reasoning is supported by the multiple supporting claims, each supported by clear and specific references to the text. The argument of the essay culminates in the perceptive interpretation presented in the conclusion: “By painting the psyche as a home and trauma as a home-haunting ghost, Toni Morrison is able to reveal profound truths about the effects of trauma on one’s self, the loved ones living in or near that self, and how such harmful trauma can be remedied.”

C. Sophistication (0-1 points): 1

- This essay earns the sophistication point in Row C through its thorough explanation of the complexity of trauma. It situates the nature of Sethe’s trauma in the broader context of slavery. Additionally, the essay employs a style that is consistently vivid and persuasive. Among many examples is “It’s not until the whole town, at Denver’s wish, arrives before 124 and offers up support to Sethe that the malignant Beloved goes away. Here, the thematic conclusion on

trauma is clear—only through love, care, support and connection can one’s trauma ever begin to heal.” The essay also develops a complex literary argument as evidenced in the line of reasoning consistently layered throughout the essay.

Sample Identifier: B—*Wuthering Heights*

Score: 1-4-0

A. Thesis (0-1 points): 1

- This clearly organized essay analyzes the symbolism of the two houses in *Wuthering Heights* by Emily Brontë.
- The thesis for this response is presented in the introductory paragraph: “In *Wuthering Heights* by Emily Brontë she uses the location and juxtaposition of the homes of *Wuthering Heights* and *Thrushcross Grange* to contribute to the novel’s themes of revenge and isolation.” This thesis offers a defensible interpretation and, thus, earns the point in Row A.

B. Evidence and Commentary (0-4 points): 4

- The essay offers several specific details as evidence. In paragraph 2, the writer explains the significance of the ownership of *Wuthering Heights* and how the home “symbolizes power and control.” In detailing the changing owners of *Wuthering Heights*, the writer argues “Brontë wants the readers to understand that revenge has consequences and may be neverending.” The third paragraph of the response focuses on the effect of isolation and describes the “sturdiness” that contributes to the “deeper feeling of isolation” of *Wuthering Heights* in its location among the moors. The writer argues that this sense of isolation “could be why Catherine felt the need to attach to Heathcliff the way that she did.” Additionally, the writer uses Isabella’s move to *Wuthering Heights* as another example of a character’s isolation.
- The response takes care to fully develop both aspects of its argument and its analysis of the homes as symbols of revenge and isolation. The commentary provided within the essay, such as “Brontë hopes to show that isolation is defined more than a location, it is a feeling” and “Brontë did this to show the pure evilness of Heathcliff and turn the audience away from thinking of him as an ‘underdog’ character,” consistently explains how the evidence supports the line of reasoning.
- The line of reasoning established in the thesis is clearly developed and supported by multiple supporting claims and specific examples that are fully explained. The response argues that each house is symbolic of betrayal and each represents both a gain and a loss of power.

C. Sophistication (0-1 points): 0

- The writing of the response is clear and thorough; however, the language is not sophisticated. While the response demonstrates solid understanding of the novel, it draws on that knowledge to lead to more simplistic than sophisticated conclusions: “revenge has consequences” and “isolation can lead to desperation.” The essay, therefore, does not earn the sophistication point in Row C.