

Reporting Category	Scoring Criteria	
<p>Row A Thesis (0-1 points)</p>	<p>0 points 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 claim. • There is a thesis, but it does not respond to the prompt. 	<p>1 point Responds to the prompt with a thesis that presents a defensible interpretation of the passage.</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 passage that doesn't respond to the prompt. • Describe the passage or features of the passage rather than making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a defensible interpretation of the narrator's complex response to the incident at the riverbank.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>"In this excerpt from <u>Breath</u>, Winton employs various literary techniques and elements to portray the narrator's response to the incident at the riverbank."</i> <p>Do not respond to the prompt but make a generalized comment</p> <ul style="list-style-type: none"> • <i>"Many year-round residents of a place feel disdainful towards the tourists that visit their hometown only during a particular season."</i> <p>Describe the passage or features of the passage</p> <ul style="list-style-type: none"> • <i>"The narrator describes his memory of the prank at the river with his schoolmate Ivan Loon."</i> 		<p>Examples that earn this point:</p> <p>Provide a defensible interpretation</p> <ul style="list-style-type: none"> • <i>"In this excerpt, the narrator sees the fun in Loon's pulling the prank on the summer visitors and also feels conflicted about the lady's response."</i> • <i>"The author's use of the first-person point of view combined with the backward-looking perspective of a story that is being told some time later allows the narrator to reflect on the 'sympathy and contempt' he felt for the woman and girls during this incident."</i> • <i>"Winston uses first-person narration, vivid descriptions, and humor to convey the narrator's greater sense of connection to his friend Loon and his embarrassment on behalf of the woman who feels powerless in the situation."</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 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. • 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)	<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE: Provides evidence that is mostly general.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p>	<p>2 points</p> <p>EVIDENCE: Provides some specific, relevant evidence.</p> <p>AND</p> <p>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.</p>	<p>3 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how at least one literary element or technique in the passage contributes to its meaning.</p>	<p>4 points</p> <p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how multiple literary elements or techniques in the passage contribute to its meaning.</p>
Decision Rules and Scoring Notes					
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:	
<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. 	<ul style="list-style-type: none"> Tend to focus on overarching narrative developments or description of a passage rather than specific details or techniques. Mention literary elements, devices, or techniques with little or no explanation. 	<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. 	<ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage 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. 	<ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific words and details from the passage 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. Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the passage. 	
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 may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the passage. 					

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>
	<p>Decision Rules and Scoring Notes</p>	
	<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 passage could be said to...</i>”). • Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation. • Oversimplify complexities in the passage. • 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 passage. 2. Illuminating the student’s interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the passage. 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.

Children don't get to make many decisions for themselves. Much of growing up is learning how to handle things independently: how to be in charge. The intoxicating feeling of authority can be extremely exciting for a child. Such is the case in Tim Winton's 2008 novel, Breath. In Breath, the author uses a careful selection of detail and diction to convey the constant transfer of authority throughout the story, which initially fills the narrator with excitement but leads to his egot anticipation debilitating.

There are three main characters in this passage: the narrator, Ivan Loon and the woman. The author begins by selecting specific details about these characters that contextualize their actions for the rest of the excerpt. The first way he does so is by commenting on their origins. Loon and the narrator go to school together, as has been the case for "half our lives". They are described as "townie kids", meaning that they know their way around. They are home at the riverbank. The woman and her children, on the other hand, "are from out of town". Already, this puts the authority in the hands of the townies. Even in the face of an adult, they are in charge at the riverbank. ~~That~~ ^{The woman} ~~is~~ a little alien, being described as "out of place", making frigid noises about the water which is, to the narrator, totally harmless. Because of ~~her~~ her lack of expertise, the woman implores the narrator to search for a drawing bay. This is the first significant transfer of authority: from adult to child. The narrator is now in charge.

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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.

His attitude towards his newfound authority is demonstrated in carefully selected diction that reveals his mind's inner workings. He puts himself "right to the moment", feeling "tethered", as if bolstered by the responsibility. He seems excited to have such a crucially important job, considering carefully how to save the drowning child. Before he can begin his rescue, however, Ivan Leon reveals himself to be the drowning child, with a "fetal shriek", as if he is some sort of animal. His noisy proclamation wrenches authority away from the narrator, and Ivan clings to the authority for a while, generally making a fool of the flustered woman. Watching the scene from a distance, the narrator's excitement has left him. While the descriptions of the woman had been that of a strange, alien figure, they become more sympathetic as Leon flexes his authority over her in the water. As he dodges her attacks with expertise the narrator sees her as a "poor" woman, actually feeling "guilt" rather than resentment. Indeed, as time goes on and his lack of authority becomes complete, the narrator feels embarrassment for her, as if an adult without the same authority as a child is pathetic. Yet, the narrator's own desire for authority resurfaces when he retrieves her shoes from down stream, then goes so far as to explain Leon's trick, explaining with mild condescension that he was holding on to the rocks underwater. The woman leaves with no comment and ~~immediately~~ regains "some kind of authority" before driving away.

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Question 1 Question 2 Question 3

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In Breath, Tim Winton uses carefully selected details and diction to convey the transfer of power from one character to the next, which fills the narrator at first with excitement but eventually debilitates her spirit. This transfer of authority reveals how people like to be in charge and, no matter the circumstances, will always attempt to retain or take back control.

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Question 2 - Prose Fiction Analysis

Sample Identifier: A

Score: 1-4-1

A. Thesis (0-1 points): 1

- This cogent essay offers a persuasive analysis of Tim Winton’s portrayal of the narrator’s complex response to an incident at a riverbank and demonstrates sophistication of thought and style.
- The introductory paragraph presents a thesis that demonstrates sophistication of thought: “...the author uses a careful selection of detail and diction to convey the constant transfer of authority throughout the story, which initially fills the narrator with excitement but leads to his eager anticipation deflating.” This thesis earns the point in Row A.

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

- The introductory paragraph further establishes the broader context of the incident by establishing the challenges children face when learning to make “decisions for themselves.”
- The response provides specific evidence that focuses on the three main characters involved in the incident. Each character is developed through specific details, such as their origin. By identifying Loon and the narrator as “townie kids” and the woman and her children as “out of place,” the essay aptly distinguishes their differing levels of authority. The commentary provided (“This is the first significant transfer of authority: from adult to child”) consistently refers back to the thesis and thoroughly explores the complexity of the tensions within the passage.
- The essay explains how both specific details and “carefully selected diction” support the thesis. The third paragraph shows how the word choice in the passage demonstrates a transfer of authority while highlighting the narrator’s shift toward compassion: “While the descriptions of the woman had been that of a strange, alien figure, they become more sympathetic as Loon flexes his authority over her in the water.” The essay also examines the significance of specific words such as “townie kids” and “feral shriek.”
- The organization of the essay, composed of specific evidence and insightful commentary, continuously relates back to the thesis and firmly supports the line of reasoning. Strong topic sentences and transitional words and phrases, such as “Already,” “Indeed,” and “Yet,” contribute to the persuasiveness of the argument and build upon one another to create a clear and effective organization.

C. Sophistication (0-1 points): 1

- The sophistication point in Row C is earned through the essay’s in-depth discussion of the tensions and nuances of the authority shifts described in the passage. The concluding sentence of the response astutely observes “This transfer of authority reveals how people like to be in charge and, no matter the circumstances, will always attempt to retain or take back control.” Additionally, the style of the essay is consistently vivid and persuasive. Each paragraph reinforces the argument the writer makes, and phrases such as “the intoxicating

feeling of authority” and “Ivan clings to the authority for a while, generally making a fool of the flustered woman” demonstrate sophistication.

Sample Identifier: B

Score: 1-4-0

A. Thesis (0-1 points): 1

- This essay responds to the prompt with a clear examination of the complexity of emotions the narrator experiences throughout the incident at the riverbank.
- The thesis presented in the introduction, “Bruce’s complex feelings of responsibility, guilt, and glee in response to the prank are represented through Winton’s use of diction, tone, and perspective,” offers a defensible interpretation of the passage. This thesis earns the point in Row A.

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

- The essay offers specific textual evidence of how the author’s diction, tone, and perspective contribute to the meaning of the passage. The focus on diction in paragraph 2 examines how the use of the phrase “bolted out” highlights the narrator’s “urgency and sense of responsibility.” The essay also explains how a shift in tone results from the “negative connotations” of words such as “muddy,” “embarrassing,” and “contempt.” In the fourth paragraph, the writer considers the narrator’s early comment about his relationship with Loon and argues “This input from Bruce’s perspective adds a layer of complexity to his emotions.”
- The specific evidence provided relates directly to the thesis and consistently supports the argument as a line of reasoning; the organization of the evidence is uniform and clear. The interconnection of the literary devices is also explored: “The ‘contempt’ described in line 76 that Bruce felt towards the woman can be connected to the separate perspective he had on the situation later in life.”
- The commentary provides a nuanced understanding of the narrator’s complex feelings: “his initial response as one being more serious building his sense of responsibility that contrasts with later feelings of glee in understanding the prank.” The evidence and commentary all connect to the argument that the narrator experiences a variety of emotions that reflect his complexity as a character.

C. Sophistication (0-1 points): 0

- While the essay is clearly written, it does not demonstrate sophistication of thought, nor does it develop a complex literary argument. It does not, therefore, earn the sophistication point in Row C.