

2023

AP[®]



AP[®] English Literature and Composition

Sample Student Responses and Scoring Commentary Set 2

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ENGLISH LITERATURE AND COMPOSITION

SECTION II

Total time—2 hours

3 Questions

Question 1

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

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.

The Barren Moors

| | |
|--|--|
| <p>On your bare rocks, O barren moors, On your bare rocks I love to lie,— They stand like crags upon the shores, <i>Line</i> Or clouds upon a placid sky.</p> <p>5 Across those spaces desolate, The fox pursues his lonely way, Those solitudes can fairly sate¹ The passage of my loneliest day.</p> <p>10 Like desert Islands far at sea Where not a ship can ever land, Those dim uncertainties to me, For something veritable stand.</p> <p>15 A serious place distinct from all Which busy Life delights to feel, I stand in this deserted hall, And thus the wounds of time conceal.</p> | <p>No friend’s cold eye, or sad delay, Shall vex me now where not a sound Falls on the ear, and every day 20 Is soft as silence most profound.</p> <p>No more upon these distant wolds² The agitating world can come, A single pensive thought upholds The arches of this dreamy home.</p> <p>25 Within the sky above, one thought Replies to you, O barren moors! Between, I stand, a creature taught To stand between two silent floors.</p> <p>¹ fully satisfy ² hills</p> |
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Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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 | |
|--|--|--|
| <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 poem.</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 poem that doesn't respond to the prompt. • Describe the poem or features of the poem 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 complex portrayal of the speaker's experience of this natural setting. |
| <p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>"The speaker has a complex experience in the setting of these moors."</i> • <i>"William Ellery Channing uses various literary devices to portray the speaker's complex experience in nature."</i> <p>Do not relate to the prompt</p> <ul style="list-style-type: none"> • <i>"Nature experiences can inspire great poetry."</i> <p>Describe the poem or features of the poem</p> <ul style="list-style-type: none"> • <i>"This poem is particularly vivid in its description of the moors."</i> | | <p>Examples that earn this point:</p> <p>Provide a defensible interpretation</p> <ul style="list-style-type: none"> • <i>"The speaker's experience of the natural setting is one of solitude and uncertainty, but also of appreciation and peace."</i> • <i>"By having the speaker address the moors directly, Channing portrays the setting to be a place where divisions are blurred."</i> • <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> |
| <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 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. • 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 | | | | |
|--|--|---|---|---|--|
| <p>Row B Evidence AND Commentary (0-4 points)</p> | <p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p> | <p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p> | <p>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.</p> | <p>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. AND Explains how at least one literary element or technique in the poem contributes to its meaning.</p> | <p>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. AND Explains how multiple literary elements or techniques in the poem contribute to its meaning.</p> |
| Decision Rules and Scoring Notes | | | | | |
| <p>Typical responses that earn 0 points:</p> <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. | <p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on summary or description of a poem rather than specific details or techniques. • Mention literary elements, devices, or techniques with little or no explanation. | <p>Typical responses that earn 2 points:</p> <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. | <p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem 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. | <p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Uniformly offer evidence to support claims. • Focus on the importance of specific words and details from the poem 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 poem. | |
| <p>Additional Notes:</p> <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 poem. | | | | | |

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

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" ^{like these rocks} 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

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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.

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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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that corresponds to the question you
 are answering. Circle the correct answer.

Question 1

Question 2

Question 3

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

In William Ellery Channing's "The Barren Moors," a speaker describes how they feel peace and at rest when they are isolated and by themselves in these ~~the~~ barren moors. In the work, Channing uses a variety of different literary elements and techniques to ultimately develop the idea that the speaker, although isolated from society and humanity, finds friendship with ~~the~~ nature in its solitude.

In the poem, the speaker describes how they feel at peace when they are isolated. The speaker writes how they are able to heal "the wounds of time" in nature, when they are by themselves in "a serene place distinct from all which busy life delights to feel." The speaker also implies that they are similar to "the fox [when] pursues his lonely way," indicating how the speaker may just like a fox, instinctively feel the urge to be alone. ~~The speaker~~ The narrator continues to ~~to~~ depict the ~~so~~ ~~steady~~ peace and tranquility that they find in nature, calling it a "dreamy home." Overall, the speaker enjoys being isolated from society and being isolated in nature. It is important to note that the speaker states how when they are in ~~at~~ the moors, "no friend's cold eye, or sad delay, shall vex me now." So even when the speaker is interacting with friends, they would rather be by themselves.

The narrator's description of finding enjoyment in isolation contrasts a lot with how they find friendship in nature. The speaker opts to speak directly to the barren moors,

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Question 1 Question 2 Question 3

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

addressing it directly as you. The speaker shows appreciation for the barren moors, ~~addressing the~~ stating how they "love to lie" on "your bare rocks." The narrator also uses a simile in writing that "your bare rocks... stand like crags upon the shewers, or clouds upon a placid sky." This makes it seem that the barren rocks are perceived by the speaker to almost be like a companion in a sea of isolation, implying that although the speaker is looking to be isolated and by themselves away from society, they appreciate and might even be actively looking for friendship/companionship with nature. The narrator effectively reveals how they do not seek companionship from the living and enjoy isolation, but also find ~~peace~~ and appreciate friendship from the inanimate in nature, in the barren moors, indicating how even when one thinks they are in isolation or by themselves, they aren't truly, because nature can serve a similar role to a friend or companion. It is somewhat ironic how the speaker rejects typical friendship qualities.

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

Question 1 Question 2 Question 3

are answering on this page.

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

In "The Barren Moors", 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

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

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.

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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.

Privacy and a sense of calm is very hard to come by in any part of history. Throughout life, we as humans will face countless moments where we want to escape into peace. Throughout the story, the speaker talks about how they love the moors because it brings them a peace of mind. In the poem, "The Barren Moors", Channing utilizes setting and comparison to show us that even the oddest of natural settings can bring you a peace of mind.

Throughout the poem, we see that the speaker talks about how the moors are so barren and empty. But the author says this with a positive voice. Setting is used in the text when it says "A serious place distinct from all which busy life delights to feet, I stand in this deserted hall, And thus the wounds of time conceal." This quote relates back to how the oddest of places can bring you a peace of mind because the speaker talks about how although the place is lonely, his wounds of time conceal. This meaning that he is able to piece his life together.

We also see the speaker compare many things throughout the poem. For example, he says "On your bare rocks, O barren moors, on your bare rocks I love to lie, - They stand like crags upon the shores, or clouds upon a placid sky." They compare the rocks to crags as well as clouds. This shows us that the speaker is able to look at the positive and negative sides of things. Although he brings up both negative and positive, I believe that he is more

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

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

interested in the rocks looking like clouds. I say this because he looks at everything in a positive scope throughout the poem. This shows how the oddness of settings can bring you to a peace of mind because it tells us that the speaker ~~can~~ can see the best in things that don't seem to have good qualities.

In the poem, "The Barren Moors", Channing utilizes setting and comparison to show us that even the oddness of natural settings can bring you a peace of mind. We can see this all throughout the poem when he talks about how his winds of time concealed to the fact that he compared rocks to clouds. His poem even shows how some people can see the best in the worst of things.

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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~~ ^{The} author compares the sand hills to waves of the ocean. ~~Although~~ ^{Although} they might look similar, ~~the~~ ^{can't help} 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 5th 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~~ ^{everyday is} a soft silence 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~~ ^{create} an image in the reader's mind.

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Question 1 – Poetry Analysis**Sample Identifier: A****Score: 1-4-1****A. Thesis (0-1 points): 1**

- This response is a compelling and astute examination of the speaker’s complex feelings about and experiences with nature in William Ellery Channing’s poem “The Barren Moors.” The essay offers an in-depth look at the restorative aspect of nature as a means of escape from the busy pace of life.
- The thesis, located here in the introductory paragraph, contains a defensible interpretation of the poem. In response to the prompt, the essay’s thesis contends, “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.” This thesis earned the point in Row A.

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

- An explicit line of reasoning is established early in the essay through its description of “a deep connection with nature in the midst of a bustling society.” In paragraph 2, the response examines the speaker’s appreciation of nature through the “unique visual appeals which aid in illuminating a motif of calm observance.” The examination of the speaker’s reference to the moors as a “dreamy home” and of the “silence most profound” indicates the speaker’s deep connection to the moors. The essay then delves more deeply into the complexity of the speaker’s response by observing the “natural setting” is “a source of loneliness as well, but not necessarily in a negative sense.” The final sentence of paragraph 2 offers the astute observation that “Channing hopes to convey a deep sense of freedom and complex emotions that are associated with escapism.” The commentary consistently connects to the thesis and to the line of reasoning.
- In paragraph 3, the essay argues that “Channing conveys both the depth of the speaker’s experience, as well as the subtle attraction to contemplation which the setting invites.” The essay goes on to consider the significance of the speaker’s direct address (“O barren moors!”) as it “crystallizes the tone as merrily escapist, while also facing struggles such as one’s place in existence.” Later in the same paragraph, the essay contends that the speaker’s use of the image of “two floors” is indicative of “nature in the mortal realm, and the realm beyond life itself.” The weaving together of the textual evidence and the insightful commentary works to strengthen the line of reasoning.
- The essay’s consideration of the role of several literary devices, including setting, metaphor, meter, and shifts, in contributing to the meaning of the poem is detailed and thorough. For example, in paragraph 2, the essay explores “this natural setting” and “the synecdochic metaphor of the ‘friend’s cold eye.’” In paragraph 3, the response notes, “The enthusiasm in wandering 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.” While this commentary does not explicitly use literary language to describe the shifts within the poem, it does not need to. The response explains how this technique functions in support of the thesis in its commentary, “the speaker has been called to consider his place in the world after having found a place of meditative rest.” The thorough examination of multiple literary techniques enhances the student’s discerning interpretation of the poem. This essay earned 4 points in Row B.

C. Sophistication (0-1 points): 1

- The essay sustains a detailed exploration of the complexities and tensions within the poem, most notably on how nature can provide an escape from society and allow the speaker the power to exist between two realms, “so that he does not have to chase wealth and power as many do” (paragraph 3.).
- The response also employs a vivid and persuasive style of writing. Examples include: “Throughout great poverty and industrialization, the reliance on nature to find solace is often underscored by a mechanistic, unfeeling society” (paragraph 2) and “The speaker undergoes a spiritual connection and sense of gratitude for nature in the absence of society’s eye” (paragraph 4). This essay earned 1 point in Row C.

Sample Identifier: B

Score: 1-4-0

A. Thesis (0-1 points): 1 point

- This insightful essay considers the complex portrayal of the speaker’s view of nature as a peaceful companion.
- This response contains a defensible thesis at the end of the first paragraph: “the speaker, although isolated from society and humanity, finds friendship with nature in its solitude.” This thesis presents a clear line of reasoning as well as a defensible interpretation. The essay earned 1 point in Row A.

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

- The essay establishes its line of reasoning from the very beginning by clarifying its focus on how the speaker feels “at peace when they are isolated.” To support its claim about finding tranquility in the solitude of nature, the response in paragraph two focuses on how the speaker recognizes that “they are able to heal ‘the wounds of time’ in nature.” In the same paragraph, the essay examines the similarities between the speaker and the fox by explaining “the speaker may just like a fox instinctively feel the urge to be alone.” The commentary that follows these pieces of evidence argues, “Overall, the speaker enjoys being isolated from society and being isolated in nature.” The evidence and commentary consistently support and strengthen the line of reasoning.
- In paragraph 3, the commentary argues that the speaker’s lines of direct address to the moors and the simile “stand like crags upon the shores, or clouds upon a placid sky” are significant because “This makes it seem that the barren rocks are perceived by the speaker to almost be like a companion in a sea of isolation.” The commentary later in the same paragraph argues “The narrator effectively reveals how they do not seek companionship from the living and enjoy isolation, but find and appreciate friendship from the inanimate in nature, in the barren moors.” These claims, backed up by adequate evidence from the poem, build on the line of reasoning. The essay earned 4 points in Row B.

C. Sophistication (0-1 points): 0

- While the essay solidly defends its thesis and its line of reasoning, it does not explore complexities or tensions within the poem, illuminate the interpretation through broader contextualization, or employ a style that is consistently vivid and persuasive. It did not, therefore, earn the point in Row C.

Sample Identifier: C

Score: 1-3-0

Sample Identifier: 86808423

Score: 1-3-0

Thesis (0-1 points): 1

- This essay examines how the speaker in William Ellery Channing’s poem “The Barren Moors” views nature in a complex and purposeful way.
- The thesis responds to the prompt by presenting a defensible thesis about the speaker’s complex experience with nature: “Channing shows how the speaker uses this land as a place to retreat from mundane activities and find purpose through isolation” (paragraph 1). This essay earned one point in Row A.

Evidence and Commentary (0-4 points): 3

- The essay establishes and supports its line of reasoning that focuses on the importance of the moors as a retreat and a means of escape. In paragraph 2, the essay examines specific evidence relating to how the speaker characterizes the moors. For example, the response uses the example of the phrase “on your barren rocks” as serving “to categorize the place not just as an ordinary piece of land, but as a center of hospitality by choosing to use and the repeat the word ‘your.’” In the same paragraph, the essay considers the comparison of the rocks to “clouds upon a sky” and follows with the commentary “through the use of a simile, the speaker highlights how the natural setting is distant from ordinary life.” These specific explanations of the literary devices within the poem help to bolster the line of reasoning.
- In paragraph 3, the essay argues that “solitude and introspection can be a rewarding experience.” The response presents the evidence from several lines including “the wounds of time” and “No friend’s cold eye, or sad delay/shall vex me now where not a sound/Falls on the ear.” The correlating commentary “No problems can be found in this paradise” is a bit simplistic but does advance the argument. The claim in paragraph 3 that the “speaker is free from the shackles of life and is able to reflect fully upon themselves” is, however, unsupported by evidence from the poem. Finally, the symbolism of “the two silent floors” is explained as showing the speaker as “not tethered to their past, nor a defined future, simply to a present full of possibilities, symbolized by the limitless moors.” While not all claims are fully supported, the evidence and commentary provided result do support a clear line of reasoning. This essay earned 3 points in Row B.

C. Sophistication (0-1 points): 0

- The response tends to oversimplify complexities in the passage (the repeated view of the moors as “magical”) and, therefore, does not demonstrate sophisticated or complex thinking. This essay did not earn the sophistication point in Row C.

Sample Identifier: D

Score: 1-2-0

A. Thesis (0-1 points): 1

- This essay considers the importance of the moors to the speaker of William Ellery Channing’s poem, “The Barren Moors.”

- The defensible thesis is presented in the concluding paragraph: “In the poem, ‘The Barren Moors’, Channing utilizes setting and comparison to show us that even the oddest of natural settings can bring you peace of mind.” This thesis earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 2

- While all the paragraphs make the same point (“even the oddest of settings can bring you a peace of mind”), no clear line of reasoning is established within the essay. The essay does, however, strive to support the thesis through the use of evidence provided in paragraphs 2 and 3. In paragraph 2, the essay focuses on the lines “A serious place distinct from all which busy life delights to feel, I stand in this deserted hall, And thus the wounds of time conceal.” The commentary that follows (“This meaning that he is able to piece his life together”) is unclear, however, and does not connect the evidence to the thesis. Paragraph 3 presents the comparison the speaker makes between the moors and “craggs upon the shores” and “clouds upon a placid sky.” Again, the commentary (“This shows us that the speaker is able to love allok at the positive and negative sides of things”) is vague and oversimplified.
- Because the essay contains explanations that are simplistic and repetitive, the argument is not strengthened. No connections between the claims of the essay are established, resulting in a lack of a line of reasoning. This essay earned 2 points in Row B.

C. Sophistication (0-1 points): 0

- The response does not meet the criteria to earn the sophistication point because its repetitive, minimal reasoning neither identifies nor explores the complexities or tensions within the poem. It did not earn the point in Row C.

Sample Identifier: E

Score: 1-1-0

A. Thesis (0-1 points): 1

- This essay attempts to explain the complex relationship the speaker of “The Barren Moors” has with the natural setting.
- The thesis for this response, “The Barren Moors is a place where the author goes to get away, to find quiet and peace,” appears in the concluding paragraph of the essay. This simple thesis earned one point in Row A.

B. Evidence and Commentary (0-4 points): 1

- Paragraph 2 of the essay focuses on similes found within the poem; however, the commentary that follows (“Although they might look similar, the can’t have ships floating around.”) does not connect to any line of reasoning or support the thesis in any way. Paragraph 3 identifies the rhyme scheme of the poem but provides no commentary on how the rhyme relates to the meaning of the poem. No line of reasoning is established, and without commentary, the evidence provided is ineffective.
- In paragraph 3, the essay provides 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.” A personal connection (“A cold eye’ can refer to someone’s attitude towards you, which might not be very nice or friendly) is offered without commentary which might explain how the personal connection

supports the argument. This lack of commentary weakens the response. This essay earned 1 point in Row B.

C. Sophistication (0-1 points): 0

- The essay does not demonstrate sophistication of thought or develop a complex literary argument. The response offers some generalizations about the moors being “his safe space” but does not explore complexities in the poem. It did not earn the point in Row C.

Question 2

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

The following excerpt is from Brenda Peynado’s short story “The Rock Eaters,” published in 2021. In this passage, the narrator is one of a group of people who left their home country after developing the ability to fly, an ability that is accepted as realistically possible within the story. Years later, the group returns to that country with their children. Read the passage carefully. Then, in a well-written essay, analyze how Peynado uses literary elements and techniques to convey the narrator’s complex experience of this return home.

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.

We were the first generation to leave our island country. We were the ones who developed a distinct float to our walk on the day we came of age. Soon
 Line enough we were hovering inches above the ground,
 5 then somersaulting with the clouds, finally discovering we could fly as far as we’d ever wanted. And so we left. Decades later, we brought our children back to see our home country. That year, we all decided we were ready to return.

10 We jackknifed through clouds and dodged large birds. We held our children tightly; they had not yet learned to fly. Behind us trailed roped-together lines of suitcases packed with gifts from abroad. We wondered who would remember us.

15 Our parents, those who were still alive, came out to greet us, hands on their brows like visors. Some were expecting us. Others were surprised, terrified at the spectacle of millions of their prodigals¹ blotting the sky with our billowing skirts, our shirts starched for
 20 the arrival. We touched down on our parents’ driveways, skidding to rough landings at their feet, denting cars, squashing flowers, rattling windows.

Our old friends and siblings, the ones we’d left behind, kept their doors locked. They peered through
 25 window blinds at the flattened flowerbeds, the suitcases that had burst and strewn packages all over the yards and streets, our youngest children squealing now that they’d been released, the peace we’d broken by returning. They didn’t trust us, not after our
 30 betrayal decades ago, the whiff of money we’d earned or lost in other countries like a suspect stench. Our parents hugged their grandchildren and brought them inside to houses with no electricity, candles wavering like we were in a séance. “More brownouts,” they told

35 us. “We remember,” we said, recoiling at how little the place fit us anymore. Those first nights we slept in our old beds, our feet hanging over the edges, the noises of the city and the country crowing and honking us awake, music from radios and guitars, celebrations we’d not been invited to.

We dragged our children along to knock on the doors of old friends and siblings, the ones who never developed the ability to fly. They eventually, reluctantly, opened their doors. At first we sat stiffly
 45 on couches and inquired after their health and others we once knew. Then we got them to laugh with us about the time we pulled the nuns’ skirts or put gum in the kink of a rival’s hair, when we caught baby chicks in the village and raised them, or cracked open almonds on the malecón.² Then their children came shyly out of their rooms and took ours by the hand. We smiled when we saw them climbing trees together in the patios, their children showing ours how to eat
 50 cajuilitos solimán and acerolas³ from the branch.

We introduced our children to everyone we used to know: at colmados,⁴ by the side of the road, at the baseball fields, at country clubs we had to beg to be let back into. We showed our children the flamboyán trees in the parks, blooms of coral red spilling in the
 60 dirt. We showed them the granite striated through the rock faces of mountains, the glimmering pebbles under waterfalls, the red dust that stained the seats of their best clothes. We walked past the stray dogs that growled and whined; the most ancient among them
 65 remembered us, wagging their tails when they saw us and running to sniff our offspring. We dunked our children into the rivers we’d once swum. We dug through the banks for the arrowheads that belonged to

the Tainos, who'd been erased after the Spanish came,
70 their remnants lost in the mud.

Lost, the children whispered in awe and fear,
turning the black, glinting points in their palms,
testing the hardness of flint between their teeth. Back
in our foreign homes, we had never talked to them of
75 history.

We remembered we'd been happy. "We loved this
land," we said. We forget why we ever left.

¹ children who have left home and then returned

² a walkway along a waterfront

³ Cajulitos solimán and acerolas are types of fruit.

⁴ neighborhood stores

Excerpt from *THE ROCK EATERS: STORIES* by Brenda Peynado, copyright (c) 2021 by Brenda Peynado.

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Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 2: Prose Fiction Analysis**6 points**

The following excerpt is from Brenda Peynado’s short story “The Rock Eaters,” published in 2021. In this passage, the narrator is one of a group of people who left their home country after developing the ability to fly, an ability that is accepted as realistically possible within the story. Years later, the group returns to that country with their children. Read the passage carefully. Then, in a well-written essay, analyze how Peynado uses literary elements and techniques to convey the narrator’s complex experience of this return home.

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 | |
|---|--|---|
| <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 experience of this return home. |
| <p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> • <i>"In the excerpt from 'The Rock Eaters,' Peynado uses myriad literary devices to convey the narrator's complex experience of returning home."</i> <p>Do not respond to the prompt but make a generalized comment</p> <ul style="list-style-type: none"> • <i>"Humans have always longed for the ability to fly through the air like birds."</i> <p>Describe the passage or features of the passage</p> <ul style="list-style-type: none"> • <i>"Brenda Peynado paints a vivid picture of people flying through the air on their way home."</i> | | <p>Examples that earn this point:</p> <p>Provide a defensible interpretation</p> <ul style="list-style-type: none"> • <i>"The narrator in the 'Rock Eaters' expresses how the group rediscovers their love of their home by introducing it to their kids."</i> • <i>"Using richly detailed descriptions, Peynado reveals that the narrator's return home is complex: their 'old friends' are now prickly, and the houses lack the comforts they've grown used to while away, but the visit provides meaningful new experiences for the children in their group."</i> • <i>"In 'The Rock Eaters,' the metaphor of flight illustrates the narrator's paradoxical experience of immigration. The narrator's flight from her 'island country' is perceived as a betrayal by some, but her return can be read as a sign of her enduring loyalty."</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 | | | | |
|---|--|---|--|---|--|
| <p>Row B Evidence AND Commentary (0-4 points)</p> | <p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p> | <p>1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p> | <p>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.</p> | <p>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. AND Explains how at least one literary element or technique in the passage contributes to its meaning.</p> | <p>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. AND Explains how multiple literary elements or techniques in the passage contribute to its meaning.</p> |
| Decision Rules and Scoring Notes | | | | | |
| <p>Typical responses that earn 0 points:</p> <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. | <p>Typical responses that earn 1 point:</p> <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. | <p>Typical responses that earn 2 points:</p> <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. | <p>Typical responses that earn 3 points:</p> <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. | <p>Typical responses that earn 4 points:</p> <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. | |
| <p>Additional Notes:</p> <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> |
| 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 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

Question 1 Question 2 Question 3

that corresponds to the question you are answering on this page.



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

Success can be exciting and gratifying, but our heritage is what grounds us and provides meaning to life. In the passage from Brenda Reynaldo's "Rock Esters," ~~the group~~ a series of comparisons between the past and present reveal how the group's return home shifts from an experience of excitement and wonder to a feeling of alienation, and parallel ~~structure~~ sentences to express their process of rediscovering the importance of community and heritage.

Throughout the narrative, a series of contrasts are used to convey the group's feelings of excitement and joy gradually shifting to alienation. When the group first ~~returned to~~ ^{returned to} their homelands, Reynaldo described their ~~journey~~ journey with words such as "jacketknifed" and "dodged." Both ~~express~~ express a sense of fun, thrill, and anticipation, reflecting the group's raw and simple excitement to return home. The fact that they didn't fully realize the reason they returned is revealed by the quote "That year, we all decided we were ready to return." As there was no reason provided for the return and the passage did not elaborate further into the decisionmaking process, it can be inferred that the decision was made hastily and without much thought. However, this simplistic ~~hope~~ ^{hope} ~~hope~~ is quickly dourtrudden by the terms used to describe their arrival: "skidding," "rough," "danting," "squashing," "rattling." These words give an impression of destruction, dourtruddeness. Unlike the agility they demonstrated while flying, and an off-kilter feeling. Though the group departed with privilege and grandiosity due to their unique ^{powerful} abilities to fly (flight is often a sign of being "high"; superiority, exceptionalism, success),

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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



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their landing proved clumsier than the ground people and destructive to their community. In the real world, many folks from less developed communities or countries often migrate to wealthy regions in search of success. Some forget their origins, or do not bring their privilege back to their homes. With the symbol of flying ~~and~~ and this juxtaposition, Reynaldo seems to indirectly criticize those who blindly seek success for themselves. Another comparison is made in the text: "Our parents, those who were still alive, came out to greet us... others were surprised, terrified at the spectacle of millions of their prodigals." ~~Not all~~ members of the community equally ~~were~~ welcomed the group; their parents nurtured and defended their children despite other community friends and family didn't "trust" them or invite them to celebrations. ^{This reflects the difference between family & community; those who provide unconditional love vs those that only do so if they accept citizenship to} Additionally, some of their parents were no longer alive, ^{is accepted} a manifestation of the loss the group missed while they were away from home. Despite the welcome from their family, the group's ~~high~~ hopes soon turned to a feeling of alienation.

However, they soon found a greater meaning in returning home; through parallel sentence structure, the author ~~delivers~~ delivers the parts of their community that align with their heritage and remind the group of where their true home is. When the group sees their families' candlelit homes and ~~associated~~ low standard of living, they react: "We remember," we said, recoiling at how little the place fit us anymore. ~~But~~ But by the end of the passage, ~~they~~ "We remembered ~~we~~ we'd been happy. "We loved this land," we said. We forgot why we even left." The repetition of

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Question 1 Question 2 Question 3

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The phrase "We remember" ~~signals~~ with opposing nuances signals the shift that happened to the attitudes of the group toward their old home; while they felt out of place and ~~almost~~ almost disgusted by the underdeveloped community, they eventually remembered that they were happier in their community and culture than the prosperous outside world. So, how did this shift happen? Between the two sentences, the author uses a series of sentences that start with the word "we" to list elements of the community and take the reader along in their journey of realization: "We introduced our children to everyone... We showed our children the flamboyant trees... We walked past the stray dogs... We dug through the holes for the ~~snails~~ ^{snails}...". Through ~~these~~ ^{these} parallel sentences, the reader can immerse themselves into the natural scenery and populace of the community, and also see the beauty in the backward town. The series of "we" sentences concludes with the word "Lost" (italicized for impact), signaling that all of the endearing elements were lost to the group when they departed from home. When they were reminded of them, they came to see that they were always happier in their home. In the modern world, success away from home, whether it be studying abroad or getting ~~success~~ a high-paying job, is considered happiness. However, this passage contradicts this sentiment by ~~advocating~~ advocating that no amount of privilege and success can replace the comfort and meaning of home.

Throughout the passage, Reynaldo establishes the theme "Although success can be a sweet and thrilling escape from home,

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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.

one must return to their roots to discover true fulfillment and happiness." With this revelation, the group's children will hopefully be grounded with ~~the~~ the same sense of community and heritage during as they develop.

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● Important: Completely fill in the circle

Question 1 Question 2 Question 3

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

The short story "The Rock Eaters" by Brenda Peynado utilizes imagery and symbolism to convey the complexity of the ~~return~~^{narrator's} return to their home - which they left long ago - and unravels the oxymoron of feeling that the passage of time has both preserved the place one once called home and yet changed the relationships once held irrevocably.

Peynado heavily uses imagery throughout the short story to capture the narrator's surroundings and offer insight to the audience on the nature of their return. As the flying people land on the island they once called home, ~~as~~ the narrator recounts that "our old friends and siblings ~~looked~~ ... kept their doors locked," revealing the initial reaction from loved ones as bitter and avoidant. The narrator explains further that "they peered through window blinds at the flattened flower beds, the suitcases burst and strewn packages." ~~The~~ The people that they left behind are watching as they make a mess upon their arrival, presumably feeling contempt at both their past departure and the carelessness that the wreckage of their landing reveals in their return. ~~Max~~ The reluctance to embrace their lost loved ones is indicative of →

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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.

the rift that time has created. Neither the people nor the relationships that the narrator left ~~are~~ behind ^{are the same.} ~~are the same.~~

Despite the cold greeting, the flying people ^{they} showed their children the world that they grew up in including, "flambyán trees in parks, blooms of coral red spilling in the dirt...

faces of mountains, glimmering pebbles under waterfalls." ~~Even~~ Even if the people are different, their home is still the same in some ~~ways~~ ways. It is like though to their childhood that they are able to pass pieces of it down to their children through the imagery that the author uses throughout the excerpt.

Peynado also relies on symbolism to convey ^{the} ~~the~~ ~~complexity~~ ~~of~~ ~~the~~ ~~narrator's~~ ~~arrival.~~ ~~the~~ complexity of the narrator's arrival.

As the flying people messily land on their home island they ^{were} "denting cars, squashing flowers, and rattling windows." The clumsiness of their landing is symbolic of the tension ~~also~~ created by their arrival and the feeling of ~~intrusiveness~~ intrusiveness as one makes themselves known in a place they no longer ~~belong~~ 'belong.'

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

Brenda Peynado, in her short story "The Rock Eaters" used the literary techniques of diction, selection of detail, and nostalgia in order to express the details of a tumultuous journey and adjustment back at home, illustrating that the people and things in life make a place home, not the location or house itself.

Peynado's use of diction allowed her to implement both the literal and figurative meaning of the word into the story. For example, the narrator said, "...recoiling at how little the place fit us anymore" (36). The use of the word "fits" was adapted both figuratively and literally. Literally, the narrator continued speaking and noted, "Those first nights we slept in our old beds, our feet hanging over the edges..." (36-37). The people who returned home came back to everything they left, including the beds that they were no longer small enough to fit in. Figuratively, the returnees felt that they also no longer fit into the society that they were once a part of. The narrator said, "...the noises of the city and the country crowing and honking us awake, music from radios and guitars, celebrations we'd not been invited to" (37-40). Though the "prodigals" (18) had returned, life had not exactly fallen back into place, especially with the friends and family they had left behind.

Peynado's selection of detail also allows readers

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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.

to understand that there were other areas of life that the people who returned did not quite fit into yet, especially in their relationships. Peynado chose to include that they "dragged [their] children along to knock on the doors of old friends and siblings" (41-42). The interactions were less than fluid, as the narrator said, "At first we sat stiffly on couches and inquired after their health and others we once knew" (44-46). However, after conversating for some time and exchanging stories, the friends warmed up to their old companions once more. After the friendships were reignited, the tone of the story shifted from uncomfortable to reminiscient and nostalgic.

Brenda Peynado's use of nostalgia emphasized the fact that home is more than a house or a location. For example, after the distant friendships were resolved, the returnees began to show their children all of the things they loved to do there growing up. "[They] introduced [their] children to everyone [they] used to know..." and "showed [their] children the flamboyán trees in the parks..." and several other aspects of their old lives.

Peynado's use of literary devices like diction, selection of detail, and nostalgia allowed her to portray the theme that home is more than a house or a location. Before the narrator refamiliarized themselves with all of their own friends and distant family, they felt lost and

Page 5

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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.

Out of place in a setting that was once very familiar. Then after they found their people again, the setting became much less daunting and more comfortable to the narrator. Peynado's use of diction, selection of detail, and nostalgia allowed her to elaborate on the difficult adjustment after moving back home while emphasizing the theme that home is not a house, it is the people and surroundings that make a place home.

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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.

In this excerpt from "The Rock Eaters" by Brenda Reynolds she uses literary elements such as ~~brief~~ subtle flashbacks and figurative language to describe the narrator's complex emotions returning home.

This is done by briefly mentioning there had been a major conflict that drove the narrator to leave, ~~the~~ but figurative language that hits your five senses describing the fun they are having from being back home.

In the excerpt ~~the~~ a couple times the narrator makes a comment referring to ~~an~~ an issue or reason why they initially left, such as line 29-31 (They didn't trust... a suspect starch). These short ~~two~~ three lines immediately invoke curiosity in the reader and begin to develop the complexities in this story. Then previously in line 28-29 it mentions how they had broke peace by coming back home. Then lines 74-77 it mentions their history ~~is~~ shouldn't be fulfilled about but they were happy. By the ~~repetitive~~ repetitive mentioning of the past you can infer that there was a main conflict and driving factor for the generation to leave home. Whether it be a problem with the government or the locals we don't know but we can tell they were not welcome there for a period of time. This develops the complex emotions the narrator goes through because even though they are having a wonderful time being back home something is nagging them in the back of their mind clashing creating these mixed emotions.

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

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

Right at the beginning of the second paragraph figurative language that invokes your sense of touch and hear and sight to describe zooming, flying in and out of clouds enjoying their experience. Then once they land and begin reconnecting the mention of local fruit and music, and sense I can relate to the sound of guitars or fresh local fruits it gives me a warm homey feeling. Through all of the description of their local town and all of the senses you can infer and it even states on line 76 that they were happy being back home. But going back to the brief flash backs does all of this positive figurative language out way the bad. The mention of Cajulitos Solimán and the guitars makes the narrator feel homey but ~~to~~ personally to them which choices are they ultimately going to take.

So, does the good outweigh the bad or will ~~the~~ it be inevitable that the past conflicts will happen again. I don't know but I do know that the narrator will have a tough time figuring out their internal clashing emotions.

Page 9

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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

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

~~Reynado's slow pace~~
 Reynado's writing pace of the story is slow, they're taking their time to put in the details. This slow pace makes the story feel relaxed and comfortable. The pace shows the readers that the characters in the story are enjoying their time home. A contrast that further emphasizes this connection is the pace of the story in the beginning. In the beginning of the story was going a much faster pace because the characters were nervous & possibly fighting before going back home.

~~Reynado's use of flashbacks~~
 Reynado also uses flashbacks to ^{show} the narrator's experience of being home again. The flashbacks are all of great childhood memories the narrator experienced. The reminder of that comfortable feeling shows the narrator to feel more natural with the country and create that deeper connection.

The usage of both literary elements, flashbacks & pace, shows the narrator to understand that their leaving caused them to create a deeper meaning of home. This

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

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

Contributes to the work as a whole because
as it creates the thesis of having to
experience ~~new~~ change to ~~understand~~ create
better connections.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Question 2 – Prose Analysis**Sample Identifier: A****Score: 1-4-1****A. Thesis (0-1 points): 1**

- This perceptive and cogent essay offers insightful analysis of Brenda Peynado’s portrayal of the complex process of returning home and rediscovering one’s culture in “The Rock Eaters.”
- This essay presents its thorough and astute thesis in the introductory paragraph: “In the passage from Brenda Peynado’s ‘Rock Eaters,’ a series of comparisons between the past and present reveal how the group’s return home shifts from an experience of excitement and wonder to a feeling of alienation, and parallel sentences to express their process of rediscovering the importance of community and heritage.” The specificity of the defensible thesis helps to establish a clear focus for the line of reasoning to follow. This response earned 1 point in Row A.

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

- The response consistently presents specific evidence to support its claims in the line of reasoning about the complex and evolving feelings that encompass a homecoming. The essay focuses on “a series of contrasts,” including diction. In paragraph 2, the essay considers Peynado’s use of “words such as ‘jackknifed’ and ‘dodged’” and suggests they “express a sense of fun, thrill, and anticipation.” Later, in the same paragraph, the essay argues that “this simplistic hope is quickly downtrodden by the terms used to describe their arrival: ‘skidding,’ ‘rough,’ ‘denting,’ ‘squashing,’ ‘rattling’” and suggests these words created “an off-kilter feeling” concerning the narrator’s complex experience.
- The response closely examines the stages of the returnee’s journey that began with “a sense of fun, thrill, and anticipation, reflecting the group’s raw and simple excitement to return home.” The essay then presents the examples of the mixed reactions of the citizens who welcome the prodigals. At the end of paragraph 2, the essay points out that “Not all members of the community equally welcomed the group; the parents nurtured and defended their children despite other friends and family didn’t ‘trust’ them or invite them to celebrations” and how ultimately the “group’s high hopes soon turned to a feeling of alienation.” The emphasis on the contrasting reactions relates back to the thesis and works to develop the line of reasoning.
- The essay consistently explains how the evidence provided supports the line of reasoning by careful examination of how multiple literary devices, most notably contrast, syntax, and repetition, emphasize the returnee’s complex “feelings of excitement and joy shifting to alienation.” Paragraph 3 of the essay examines the significance of parallel sentence structure within the passage, points out the repetition of the phrase “We remember,” and contends that it “signals the shift that happened to the attitudes of the group toward their old home.” In the same paragraph, the essay posits that Peynado’s use of “a series of sentences that start with the word ‘we’” effectively “take the reader along in their journey of realization.” Additionally, the essay argues that through the repeated use of “we” and “those slow paced parallel sentences, the readers can immerse themselves into the natural scenery and populace of the community, and also see the beauty in the beaten down town.” These apt examples and insightful commentary emphasize the argument that the people who had flown away years earlier eventually come to recognize the value of their homes. This response earned 4 points in Row B.

C. Sophistication (0-1 points): 1

- This response earned the sophistication point in Row C by situating the writer’s interpretation within the broader context of others who leave home, including migrants. Through its comparison of flight to “superiority, exceptionalism, success” in paragraph 2, the essay considers the broader context of migration and makes the larger point that “In the real world, many folks from less developed communities or countries often migrate to wealthy regions in search of success.” The essay’s later observation that “Peynado seems to indirectly criticize those who blindly seek success for themselves” enhances the student’s interpretation and helps the essay earn the sophistication point.

Sample Identifier: B

Score: 1-4-0

A. Thesis (0-1 points): 1

- This effective essay presents the complex struggle that the travelers face upon returning home and “feeling out of place in a place once familiar” as portrayed in Brenda Peynado’s short story “The Rock Eaters.”
- This essay responds to the prompt with a defensible thesis in the opening paragraph: “The short story ‘The Rock Eaters’ by Brenda Peynado utilizes imagery and symbolism to convey the complexity of the narrator’s return to their home—which they left long ago—and unveils the oxymoron of feeling that the passage of time has both preserved the place one once called home and yet changed the relationships once held irrevocably.” While the use of “oxymoron” in the thesis is inaccurate, the essay clearly earned the point in Row A because the thesis deftly addresses the narrator’s complex experience of returning home.

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

- The response smoothly combines appropriate evidence and convincing commentary to support the line of reasoning that focuses on the challenges of returning home. The response precisely examines the “bitter and avoidant” reaction the travelers first encounter, then follows up the evidence “‘they peered through window blinds at the flattened flowerbeds, the suitcases burst and strewn packages’” with the commentary that those left behind are “presumably feeling contempt at both their past departure and the carelessness that the wreckage of their landing reveals in their return.” Later in the paragraph, the essay argues, “Even if the people are different, their home is still the same in some ways. It is like enough to their childhood that they are able to pass peices of it down to their children” (paragraph 2). This combination of evidence and commentary work in tandem to develop and support the line of reasoning.
- The essay also focuses on how Peynado’s use of imagery and symbolism contribute to the meaning of the passage. The response argues that the prodigals “showed their children the world that they grew up in including, ‘flamboyan trees in the park, blooms of coral red spilling in the dirt’” in paragraph 2. This discussion of the importance of imagery in the passage adds to the complex interpretation of home.
- Symbolism is discussed in paragraph 3 with the argument that “The clumsiness of their [the returning visitors’] landing is symbolic of the tension created by their arrival and the feeling of intrusiveness as one makes themselves known in a place they no longer ‘belong.’” Additionally, the

essay examines the symbolism of the children’s discovery of ancient arrowheads and argues “it represents the flying people unearthing the memories and community of their own home.” These explanations of the significance of the symbolism in the passage contribute to the student’s insightful interpretation of the passage.

C. Sophistication (0-1 points): 0

- While this essay exhibits some insights, the response does not offer a sustained exploration of the tensions and complexities within the passage, employ a consistently vivid and persuasive style, situate the interpretation in a broader context, nor account for an alternative interpretation. This response did not earn the sophistication point in Row C.

Sample Identifier: C

Score: 1-3-0

A. Thesis (0-1 points): 1

- This essay analyzes how Brenda Peynado’s “The Rock Eaters” conveys both the importance of one’s home and the challenges one faces upon returning after a lengthy absence.
- This response earned 1 point in Row A because it presents a defensible interpretation of the passage in its response to the prompt. Its thesis, “Brenda Peynado, in her short story ‘The Rock Eaters’ used the literary techniques of diction, selection of detail, and nostalgia in order to express the details of a tumultuous journey and adjustment back at home, illustrating that the people and things in life make a place home, not the location of the house itself,” comprises the first paragraph.

B. Evidence and Commentary (0-4 points): 3

- The essay provides both specific evidence and reasonable commentary throughout the essay to largely support the line of reasoning that focuses on the challenges the returnees face. Paragraph 2 thoroughly considers the significance of the word “fit” in the passage by pointing out the phrase, “recoiling at how little the place fit us anymore,” and then in commentary suggesting, “Figuratively, the returnees felt that they also no longer fit into the society that they were once a part of.” The focus on diction clearly supports the line of reasoning of the essay.
- In paragraph 3, the essay considers of Peynado’s use of details. By examining the details of the awkwardness of the initial meetings between the returnees and their friends and family, the response makes the observation, “However, after conversating for some time and exchanging stories, the friends warmed up to their old companions once more.” While the selection of detail is significant, the commentary does not adequately connect it to the line of reasoning.
- The essay’s analysis of the tone shift “from uncomfortable to reminiscent and nostalgic” supports the line of reasoning about how relationships contribute to a sense of home and that “home is more than a house or location” (paragraph 4). The commentary is present but not developed in a thorough analysis in this paragraph. This response earned 3 points in Row B.

C. Sophistication (0-1 points): 0

- While the essay exhibits some insights, the response does not rise to the level of sophistication of understanding needed to earn the point in Row C. The essay’s use of generalizations (“the people and things in life make a place home”) diminishes the analysis of the complexities of the passage. The response did not earn the point in Row C.

Sample Identifier: D

Score: 1-2-0

A. Thesis (0-1 points): 1

- This response focuses on how Brenda Peynado conveys the complex emotions of returning home and the importance of the past in “The Rock Eaters.”
- The opening paragraph includes a thesis which is a bit clunky in phrasing but is ultimately defensible in its assertion that “In this excerpt from ‘The Rock Eaters’ by Brenda Peynado she uses literary elements such as brief subtle flashbacks and figurative language to describe the narrators complex emotions returning home. This is done by briefly mentioning there had been a major conflict that drove the narrator to leave, but figurative language that hits your five senses describing the fun they are having from being back home.” This response earned the point in Row A.

B. Evidence and Commentary (0-4 points): 2

- Paragraph 2 offers speculative commentary on the reasons why the narrator and the others left home originally and references lines 29-31 in the passage. The commentary (“By the repetitive mentioning of the past you can infer that there was a main conflict and driving factor for the generation to leave home”) is overgeneralized. While the essay argues that the reasons for leaving “develops the complex emotions the narrator goes through,” those emotions are not directly identified. The final sentence of the paragraph refers to “mixed emotions” caused by the conflict of “having a wonderful time being back home” and “something is nagging them in the back of their mind.” The imprecise language here weakens the argument.
- In paragraph 3, the essay focuses on the use of figurative language in the passage and presents some specific textual examples of it; however, the commentary that accompanies the evidence (“it gives me a warm homey feeling”) is simplistic. No line of reasoning is established. This response earned 2 points in Row B.

C. Sophistication (0-1 point): 0

- The response oversimplifies the complexities in the passage. Its final line, “I don’t know but I do know that the narrator will have a tough time figuring out thier internal clashing emotions,” is indicative of the essay’s struggle to form an insightful thematic interpretation. This essay did not earn the sophistication point in Row C.

Sample Identifier: E

Score: 1-1-0

A. Thesis (0-1 points): 1

- This response attempts to explain how the characters in “The Rock Eaters” deal with the experiences of returning home after a lengthy absence.
- This essay responds to the prompt with the defensible claim that “The usage of both literary elements, flashbacks and pace, shows the narrators to understand that them leaving caused them to create a deeper meaning of home” the characters were nervous & possibly regretting going back home” located in the conclusion. This response earned the thesis point in Row A.

B. Evidence and Commentary (0-4 points): 2

- The response provides evidence that is largely general, such as “The pace shows the readers that the characters in the story are enjoying their time home” (paragraph 1) and “the flashbacks are all of great childhood memories the narrator experience” (paragraph 2). The commentary focuses on the effect of pace and flashbacks in the passage; however, it is vague, as seen in paragraph 1: “This slow pace makes the story feel relaxed and comfortable.” The commentary on flashbacks suggests “The reminder of that comfortable feeling shows the narrator to feel more natural with the country and create that deeper connection.” Because the essay does not explain how these literary devices connect to the thesis, no line of reasoning is established.
- In the concluding paragraph, the essay attempts to explain the meaning of the work as a whole through its suggestion that “having to experience change to create better connections,” but the comment lacks supporting claims and does not connect to the thesis. This response earned 1 point in Row B.

C. Sophistication (0-1 points): 0

- This essay did not earn the point in Row C due to its oversimplified reasoning and lack of a complex literary argument.

Question 3

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

Many works of literature feature a rebel character who changes or disrupts the existing state of societal, familial, or political affairs in the text. They may break social norms, challenge long-held values, subvert expectations, or participate in other forms of resistance. The character’s motivation for this rebellious behavior is often complex.

Either from your own reading or from the list below, choose a work of fiction in which a character changes or disrupts the existing state of societal, familial, or political affairs. Then, in a well-written essay, analyze how the complex motivation of the rebel contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- 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.

Antigone
Arcadia
Atonement
The Awakening
Brave New World
Catch-22
Ceremony
The Color Purple
The Crucible
Fahrenheit 451
Fences
Frankenstein
The Glass Menagerie
Grendel
Half of a Yellow Sun
The Handmaid’s Tale
House Made of Dawn
The House of the Spirits
In the Time of the Butterflies
Invisible Man
Jane Eyre

The Joy Luck Club
Kindred
King Lear
Let the Great World Spin
Love Medicine
Moll Flanders
The Namesake
Native Son
Never Let Me Go
The Nickel Boys
One Flew Over the Cuckoo’s Nest
Paradise Lost
Pride and Prejudice
A Raisin in the Sun
The Scarlet Letter
Southernmost
Sula
Their Eyes Were Watching God
There There
Washington Black
Wuthering Heights

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

Question 3: Literary Argument**6 points**

Many works of literature feature a rebel character who changes or disrupts the existing state of societal, familial, or political affairs in the text. They may break social norms, challenge long-held values, subvert expectations, or participate in other forms of resistance. The character's motivation for this rebellious behavior is often complex.

Either from your own reading or from the list below, choose a work of fiction in which a character changes or disrupts the existing state of societal, familial, or political affairs. Then, in a well-written essay, analyze how the complex motivation of the rebel contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- 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>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 claim. • 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 the complex motivation of the rebel character. <p>OR</p> <ul style="list-style-type: none"> • Make a claim about how the complex motivation of the rebel 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>"In many literary works, characters rebel against their families, societies, or governments, but their motivation for doing so is usually pretty complex."</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>"In <u>Fences</u>, Cory and Troy have a difficult relationship."</i> • <i>"Elizabeth Bennet lives in the 18th century, which was a time when women were expected to get married very young."</i> • <i>"In <u>The Coquette</u>, we get Eliza's story in her own words by reading her letters."</i> | | <p>Examples that earn this point:</p> <p>Provides a defensible interpretation</p> <ul style="list-style-type: none"> • <i>"In <u>King Lear</u>, Cordelia's quiet rebellion is grounded in her genuine love for her father and her suspicion of Regan and Goneril's true intentions."</i> • <i>"In <u>One Flew Over the Cuckoo's Nest</u>, McMurphy actively resists Nurse Ratched's rules because of his care for his fellow inmates."</i> • <i>"With her refusal to inhabit a subservient role, Sofia, Harpo's assertive and defiant wife in <u>The Color Purple</u>, inspires the other female characters to rebel against their situations, but her experience also serves as a cautionary tale of what eventually happens to rebels."</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. • A thesis that offers a defensible claim about the complex motivation of the rebel character in the selected work may earn the point; any reasonable student interpretation of "rebellious behavior" is acceptable. • 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 | | | | |
|---|--|---|--|---|---|
| <p>Row B Evidence AND Commentary (0-4 points)</p> | <p>0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p> | <p>1 point 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 argument.</p> | <p>2 points 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 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>4 points 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> |
| Decision Rules and Scoring Notes | | | | | |
| <p>Typical responses that earn 0 points:</p> <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. | <p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Tend to focus on overarching narrative developments or description of a selected work rather than specific details. | <p>Typical responses that earn 2 points:</p> <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. | <p>Typical responses that earn 3 points:</p> <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. | <p>Typical responses that earn 4 points:</p> <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 and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. | |
| <p>Additional Notes:</p> <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> |
| | <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 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

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Question 3



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

Ken Kesey's novel, "One Flew Over the Cuckoo's Nest" depicts the brutal realities of institutionalization as well as the established societal positions found within mental hospitals. Kesey's introduction of the character, Randall McMurphy, disrupts this hierarchy in the novel and works to demonstrate key themes illustrated by the author. Throughout the novel, Randall McMurphy's bold motivation of empowering the men of the ward and overthrowing the structure of authority contributes to the author's ultimate critique of psychiatric care in the 1900s and highlight the importance of acknowledging and addressing power imbalances in society.

Upon entering the asylum, McMurphy is almost immediately struck with the desire to restore the confidence and individuality of the men, whom the hospital has stripped of such through inhumane psychiatric treatment. McMurphy witnesses the severity of the men's lack of character and he strives to help them realize their own worth and potential throughout the novel. By establishing more democratic decision making among the patients and even fighting to allow the men to leave the hospital on a fishing trip, McMurphy is able to restore a sense of autonomy and quality to the men's lives. Additionally, this growing confidence in themselves allows the patients to begin to break free from their former social positions in the hospital as they regain their individualism.

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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.

McMurphy's motivation to alter the environment of the hospital is ultimately shaped by his desire to preserve and restore the patients' fleeting self-worth, which works to further emphasize Kesey's blatant criticism of mental institutions of the time. By demonstrating the detrimental social effects of poor psychiatric care, the author makes his stance on mental health reform abundantly clear, especially through the characterization of Randall McMurphy.

McMurphy's motivation for disrupting the existing state of the hospital as stems from his clear desire to overthrow the authority of the ward. At the head of this authority lies Nurse Ratched, an oppressive dictator that rules the hospital and its inhabitants. Despite the mutual fear and hatred felt by the men towards Ratched, attempts to topple her authority are virtually non-existent prior to McMurphy's arrival as the other patients have been conditioned to obey her out of ~~the~~ fear of punitive treatments such as electroshock convulsive therapy and lobotomies, both of which were painfully common at the time. Because McMurphy lacks the ingrained fear of the power structure, he is motivated to disrupt Ratched's power monopoly as he can see how negatively it affects them. Over time, McMurphy takes part in ~~blatant~~ blatant acts of defiance that work

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

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

to belittle Ratched and deprive her of her power. This disruption of the hospital's structure and balance further highlights Kesey's belief in the importance of recognizing corrupt power and taking action against it. The author's sentiments as expressed through the plot and characters in the novel undoubtedly serve as a call to action to address the atrocities of psychiatric care that Kesey reveals to his readers.

Ultimately, Randal McMurphy's motivation to rebel and challenge the established order of the asylum originates in his desire to dismantle the corrupt power of Nurse Ratched and his strive to restore the lost individuality and worth of the patients'. Ken Kesey's message in "One Flew Over the Cuckoo's Nest" altered the public perception of psychiatric care during the mid 1900s and brought to light the realities of real individuals who suffered under the authoritative control of mental institutions by illustrating the bold defiance of Randall McMurphy.

Page 9

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

→ The novel "Their Eyes Were Watching God" by Zora Neale Hurston follows Janie who is in pursuit of a fulfilling life which proves to be difficult as a black woman in her time. Society devalues her and her needs as a human being but Janie rebels in order to live a life on her own terms. In this novel Janie disrupts societal and familial affairs in her relationships with her husbands, Logan, Joe, and Tea Cake; she is motivated by love and freedom ~~and~~ and the rebellion contributes to the meaning of the work that promotes women being able to have both love and freedom.

Janie's first husband ^{Logan} ~~Logan~~ represents a life without both love and freedom. Janie feels no attraction towards him and only married him from the pressures of her grandmother Nanny. While Nanny was right in that Logan could support Janie with his ownership of property and the ~~protection~~ protection of marriage, this is not a fulfilling existence. Logan expects Janie to fulfill the role of home-maker and laborers farmwork that Janie wholeheartedly detests. All of these factors ~~are~~ inevitably contribute to Janie running away with Joe, a man she is attracted to and goes with in hopes to ~~escape~~ escape her current circumstances. This desertion of Logan is a rebellion against societal and familial affairs. At the time it was the expectation to marry and follow the will of their husbands. Society actively asked women to disregard their desires and dutifully fulfil their roles at home. Janie's rebellion against these ideals

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Question 1

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disrupt the existing expectations placed upon women. Her motivation ~~also~~ lies in freedom of the restrictive marriage and the pursuit of a loving relationship she believes she could have with Joe.

Although her ~~early~~ life with initially seems successful because of his membership granting them power and luxury, Joe soon begins to constrict Janie's freedom. Throughout the story she is described as having beautiful long hair which many are attracted to. As her hair becomes a symbol of her sexuality, Joe becomes jealous and forces her to cover it. As well he makes cruel comments calling her an old woman and humiliates her. For a period of time Janie lives with this torment, often being silenced for speaking her mind, but eventually she cracks. After a ~~while~~ Joe is cruel to her again she publicly humiliates him and exposes his hypocrisy. This is a rebellion against societal and familial standards because it directly attacks the archetype of quiet and subservient wife. Along with this, ~~she~~ once Joe dies, she is able to let down her hair. Since this is a symbol of her ~~in~~ sexuality this rebels against the way society ~~has~~ ~~and~~ ~~her~~ ~~sexuality~~ ~~is~~ specifically Joe, restrict women's sexuality and don't allow them to express it. Again she is motivated by the freedom to speak her mind and express herself and sexuality as she pleases. Once again the novel promotes these ideas of female independence and expression ~~and~~ and so Janie's retaliations against Joe accentuates a feminist interpretation

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of the work.

In Janice's first relationship with Tea Lake she is able to have both love and freedom. Her neighbors ~~are~~ discourage this relationship believing he is only after her money but Janice ignores these judgements. She pursues it because of their mutual passion for each other and how he encourages her freedom. Their relationship defies society's condemnation and even limits on what ~~women~~ women should do. Janice goes out with Tea Lake often and he teaches her to fish and shoot. Both of these activities were deemed improper for a ~~lady~~ lady but Janice rebels against it. Eventually Janice and Tea Lake runaway together and get married but this does not restrict her freedom. In this relationship Janice finds love and can freely express it as well as not conforming to society's expectation of how a wife should be. This contributes to the work in that Janice is simultaneously free and in love; this is an experience that this book can be interpreted to promote.

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

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

In Mary Shelley's Frankenstein, Victor Frankenstein is an ambitious scientist. However due to his own ambitions and thirst of knowledge, he breaks the law of nature and ultimately has to suffer the retributions of his own actions.

After the making of the Creature, Victor should feel proud and loving, but instead he is horrified and disgusted.

Victor goes against nature to create the Creature and now suffers the consequence.

Although he used to find the presence of nature soothing, because of his "betrayal" to nature, nature turns its back onto Victor. After fleeing the presence of the Creature ~~the~~ after its creation, nature cannot calm him down anymore. Similar to Prometheus, who betrayed the gods for giving fire to mankind and is ~~self~~ punished by Zeus, Victor betrays nature by giving life to his creature on his own. Nature punishes Victor.

Additionally, Victor comes from a loving family who supported him and loved him. When Victor creates the Creature, it can be debated that Victor should've guided, supported, and loved

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the Creature as his own. But Victor breaks the cycle of being a stsupportive and loving "parent." Because of his failure to carry on the familial relationship that he was given as a child, the Creature is left on its own, feeling bitter and resentful. One can argue that because Victor broke the cycle, Victor was the one that caused the death of his family. Once again, this leads back to ~~the~~ karmic retribution. Victor's own actions and ambitions led to his downfall.

Victor's ambitions and pursuit of knowledge, which can lead to good things, unexpectedly contributed to his death. Nature turns its back on Victor after he breaks the law of nature by creating man-made life. Victor calls his own hard work a monster and not even nature can ~~pre~~ persevere his sanity. Finally, Victor ~~breaks~~ breaks his familial norm created by his parents and suffers at the hands of the Creature. By breaking the norms, Victor is punished as each of his actions has a karmic weight. Also thus in return, the Creature rebels against Victor like how Victor rebelled against nature.

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

The Scarlet Letter by Nathaniel Hawthorne is a historical fiction novel about the ~~life~~ of adulterer Hester Prynne as she struggles to provide for her daughter while her lover, Reverend Dimmesdale, grows ill from his guilt. ~~Hester's daughter is a rebel against the setting's puritanical culture.~~ Hester Prynne disrupts the ~~society's~~ setting's ^{strict} society ~~due~~ due to her desire to protect her daughter and lover and ultimately defines the novel's theme of redemption and societal change through kindness.

The protagonist, Hester Prynne, works hard as a spinster to provide for ~~her~~ her daughter and resists interrogation throughout the plot to protect her lover's reputation. These interests cause her to work hard and be kind to the ~~the~~ inhabitants of Boston to little welcome. There are points in the novel when the society threatens to take her daughter, but Prynne fights to keep her daughter. By the end of the plot, years have passed and Prynne's

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Question 1

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hard work ~~is~~ has not gone unnoticed with the townsfolk being kind to her and government allowing her to take of the red A on her clothes. This desire to protect her loved ones has led to Hester Pyrenne to work hard and unintentionally make society kinder.

By fighting for what she loves most, Hester Pyrenne is a true society who changes her society for the better, by being a good and better person. ~~is~~

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

Tita wasn't happy with her family traditions so she would rebel and break rules to go against the traditions. Tita was the last born daughter to mama Elena in the book "Like Water For Chocolate". Mama Elena had Tita follow the family tradition that the last born daughter in any family had to never marry and take care of their mother until she passed. Tita was madly in love with a boy named Pedro and they were each other's soul mates. She was forbidden to ever be alone with Pedro by her mother because she wasn't allowed to be in love because of the tradition. Mama Elena allows Tita's older sister, Gertrudis, to marry Pedro. Pedro proceeds to tell Tita that he will only marry Gertrudis in order to still see Tita and this motivates her to rebel.

Moments when Pedro was alone, Tita would be with him and spend moments together. At family events they'd only glance at each other with their fiery desire building up in them. There were moments in the story when

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Tita would wish her mother would die so she could be with Pedro. Other moments, she would use her magic cooking powers to make people feel how she felt about everything.

Tita's desire to rebel against her family traditions show how impactful traditions can be. It can ruin the life of someone and help them change their values. Tita always did as she was told because she loved the idea of family but traditions made her hate what she desired. It wasn't fair that her older sister could be happy and she had to suffer with the inconvenience of being the youngest. She was expected to be like her older sister which made her rebel more. Family traditions ~~are not fair.~~ are not fair.

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Question 3 – Literary Argument

Sample Identifier: A— *One Flew Over the Cuckoo's Nest*

Score: 1-4-1

A. Thesis (0-1 points): 1

- This insightful essay offers a detailed examination of Randle McMurphy's complex motivations for rebelling against the constraints of a mental institution as described in Ken Kesey's novel, *One Flew Over the Cuckoo's Nest*.
- The essay earned 1 point in Row A for its defensible thesis located in the introductory paragraph: "Randall McMurphy's bold motivation of empowering the men of the ward and overthrowing the structure of authority contributes to the author's ultimate critique of psychiatric care in the 1900s and highlight the importance of acknowledging and addressing power imbalances in society." The thesis not only presents a defensible interpretation; it also sets up the line of reasoning and lays the groundwork for a broader context of interpretation.

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

- The response builds on the line of reasoning that focuses on McMurphy's evolving motivation for "disrupting the existing state" of the hospital. Paragraph 1 traces this evolution by examining McMurphy's "desire to restore the confidence and individuality of the men" (paragraph 2), moves through his "desire to overthrow the authority of the ward" (paragraph 3), and culminates with his "desire to dismantle the corrupt power of Nurse Ratched" (paragraph 4). This progression of the line of reasoning is supported throughout the essay with specific evidence from the novel and compelling commentary.
- Paragraph 2 examines the beginning of McMurphy's desire for rebellion. Evidence of his aspiration to help the patients "realize their own worth and potential" and to aid in "establishing more democratic decision making among the patients" is supported by the McMurphy's "fighting to allow the men to leave the hospital on a fishing trip." The essay contends that "McMurphy's motivation to alter the environment of the hospital is ultimately shaped by his desire to preserve and restore the patients' fleeting self-worth." This compelling combination of evidence and commentary consistently supports the line of reasoning about McMurphy's "bold motivation."
- In paragraph 3, the response focuses on McMurphy's relationship with Nurse Ratched, "an oppressive dictator that rules the hospital and its inhabitants." The essay contends that the hospital's use of "punitive treatments such as electroshock convulsive therapy and lobotomies" has "conditioned" the men to "obey her [Ratched]." The commentary that follows advances the line of reasoning by contending "Because McMurphy lacks the ingrained fear of the power structure, he is motivated to disrupt Ratched's power monopoly." The essay points out that "McMurphy takes part in blatant acts of defiance that work to belittle Ratched and deprive her of her power." The response then offers this commentary: "This disruption of the hospital's structure and balance further highlights Kesey's belief in the importance of recognizing corrupt power and taking action against it." Each supporting claim and piece of specific evidence strengthens the argument as a line of reasoning. This essay earned 4 points in Row B.

C. Sophistication (0-1 points): 1

- The essay demonstrates sophistication of thought by situating its interpretation consistently within a cultural context of the “public perception of psychiatric care during the mid 1900s” (paragraph 4). This cultural context is emphasized throughout the essay, as seen in paragraph 2’s concluding sentence: “By demonstrating the detrimental social effects of poor psychiatric care, the author makes his stance on mental health reform abundantly clear, especially through the characterization of Randall McMurphy.”
- The response also uses consistently vivid and persuasive language. Examples are seen in paragraph 2 (“Additionally, this growing confidence in themselves allows the patients to begin to break free from their former social positions in the hospital as they regain their individualism”) and paragraph 3 (Kesey’s sentiments “undoubtedly serve as a call to action to address the atrocities of psychiatric care”). This essay earned 1 point in Row C.

Sample Identifier: B—*Their Eyes Were Watching God*

Score: 1-4-0

A. Thesis (0-1 points): 1

- This essay responds to the prompt by examining the complex motivations of Janie, the protagonist in Zora Neale Hurston’s *Their Eyes Were Watching God*, to rebel against the expectations of society and family.
- The insightful thesis for this response is found in the introductory paragraph where it presents the argument that “Janie disrupts societal and familial affairs in her relationships with her husbands, Logan, Joe, and Tea Cake; she is motivated by love and freedom and the rebellion contributes to the meaning of the work that promotes women being able to have both love and freedom.” The essay earned 1 point in Row A.

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

- The essay’s line of reasoning focuses on Janie’s emerging desire for both love and freedom as evidence of her rebellion. In paragraph 2, the essay examines Janie’s first marriage to Logan, who “expects Janie to fulfill the role of home-maker and laborous farm work that Janie wholeheartedly detests” and proclaims “this is not a fulfilling existence.” The response characterizes Janie’s “desertion of Logan” as “a rebellion against societal and familial affairs.” The final sentence of the second paragraph, “Her motivation lies in freedom of the restrictive marriage and the pursuit of a loving relationship she believes she could have with Joe,” convincingly connects Janie’s leaving of Logan to the line of reasoning.
- Paragraph 3 examines Janie’s relationship with Joe and the symbolism of her “beautiful long hair” which is described as “a symbol of her sexuality.” The essay points out that Janie’s public humiliation of Joe is, in effect, a rebellion “against societal and familial standards because it directly attacks the archetype of quiet and subservient wife.” The response argues that Janie’s ability “to let down her hair” after Joe’s death is another instance of Janie’s being “motivated by the freedom to speak her mind and express herself and sexuality as she pleases.” The claims presented in the essay are clearly explained and supported by consistent commentary.
- Paragraph 4 explores the significance of Janie’s relationship with Tea Cake and asserts that it “defies society’s condemnation and even limits on what women should do” such as “fish and shoot.” The conclusion returns to the argument of the thesis when it contends that in Janie’s relationship with Tea Cake, she “finds love and can freely express it as well as not conforming to society’s expectation

of how a wife should be.” The combination of clear organization, apt evidence, and convincing commentary work together to thoroughly support all claims made in the line of reasoning. This essay earned a 4 in Row B.

C. Sophistication (0-4 points): 0

- The response, although consistent and thorough, does not exhibit sophistication of thought or develop a complex literary argument. The essay makes an attempt to situate its interpretation within a broader context in paragraph 3 (“Janie’s retaliations against Joe accentuates a feminist interpretation of the work”), but the interpretation is not thoroughly illuminated. This essay did not earn the point in Row C.

Sample Identifier: C—*Frankenstein*

Score: 1-3-0

A. Thesis (0-1 points): 1

- This response analyzes how Victor Frankenstein rebels against nature and disrupts familial affairs as depicted in *Frankenstein* by Mary Shelley.
- The essay responds to the prompt with a thesis located in the introductory paragraph where “due to his [Victor’s] own ambitions and thirst of knowledge, he breaks the law of nature and ultimately has to suffer the retributions of his own actions.” This thesis earned the point in Row A.

B. Evidence and Commentary (0-4 points): 3

- The line of reasoning of this essay focuses on Victor’s defiance of “nature to create the creature” and the consequences he suffers as a result (paragraph 2). The essay suggests that Victor’s relationship with nature changes as a result of his rebellion: “Although he used to find the presence of nature soothing, because of his ‘betrayal’ to nature, nature turns its back onto Victor” (paragraph 2). This line of reasoning helps to organize the argument of the response.
- The essay provides specific evidence, noting that Victor “is an ambitious scientist” with a “thirst of knowledge” (paragraph 1) and that he “comes from a loving family who supported him” (paragraph 3). The commentary in paragraph 3 goes on to suggest that due to Victor’s “failure to carry on the familial relationship that he was given as a child, the Creature is left on its own, feeling bitter and resentful.” This combination of evidence and commentary, though not detailed, is adequate support for the line of reasoning.
- While the essay supports the claims above, the commentary does not consistently explain how all the evidence supports a line of reasoning. For example, the argument in paragraph 4 that “Victor’s ambitions and pursuit of knowledge, which can lead to good things, unexpectedly contributed to his death” is not adequately explained. As a result, this essay earned 3 points in Row C.

C. Sophistication (0-1 points): 0

- The response does not employ a consistently vivid and persuasive style, nor does it explore the complexities or tensions within the text. Some effort is made to situate the interpretation within a

broader context with the reference to Prometheus in paragraph 2, but this is merely a brief reference, not a substantial part of the argument.

Sample Identifier: D— *The Scarlet Letter*

Score: 1-2-0

A. Thesis (0-1 points): 1

- This essay attempts to argue that Hester Prynne from Nathaniel Hawthorne’s *The Scarlet Letter* is a rebel character who disrupts the existing state of societal affairs largely by being a good person.
- This response contains a defensible thesis that appears in the opening paragraph: “Hester Pyrenne disrupts the setting’s strict society due to her desire to protect her daughter and lover and ultimately defines the novel’s theme of redemption and societal change through kindness.” The response earned 1 point in Row A.

B. Evidence and Commentary (0-4 points): 3

- While the essay provides some specific textual details as in paragraph 1 (“Reverend Dimmesdale, grows ill from his guilt”) and in paragraph 2, (the “government allowing her to take of the red A on her clothes”), the commentary provided consists largely of broad generalities about Hester’s hard work and kindness without providing concrete examples as evidence. For example, the commentary “These interests cause her to work hard and be kind to the inhabitants of Boston to little welcome” in paragraph 2 is simplistic. The observation “There are points in the novel when the society threatens to take her daughter, but Pyrenne fights to keep her daughter” is not clearly connected to the thesis. No clear line of reasoning is established in the response.
- The argument that Hester’s rebellion causes social change through kindness is alluded to in the response, as found in paragraph 2: “This desire to protect her loved ones has led to Hester Pyrenne to work hard and unintentionally make society kinder.” The commentary, though, is not thoroughly explained or supported by textual evidence. This essay earned 2 points in Row B.

C. Sophistication (0-1 points): 0

- Because this response oversimplifies complexities in the novel, does not employ a style that is consistently vivid or persuasive, does not situate the interpretation in a broader context, or account for an alternative interpretation, it did not earn the point in Row C.

Sample Identifier: E— *Like Water for Chocolate*

Score: 1-1-0

A. Thesis (0-1 points): 1

- This essay focuses on Tita, the protagonist of *Like Water for Chocolate* by Laura Esquivel, and her motivation for rebelling against family traditions.
- This response earned one point in Row A because it presents a defensible thesis in the concluding paragraph of the essay: “Tita’s desire to rebel against her family traditions show how impactful traditions can be.”

B. Evidence and Commentary: (0-4 points): 1

- The evidence in this response focuses on the overarching narrative developments of the novel. The evidence describes Tita’s love for Pedro and the family tradition that controls her life: “She was forbidden to ever be alone with Pedro by her mother because she wasn’t allowed to be in love because of the tradition.” The evidence is provided without commentary and no explanation of how the evidence supports the thesis is offered. In paragraph 3, the response notes that “Tita always did as she was told because she loved the idea of family but traditions made her hate what she desired,” but this point is not fully explored. The final sentence of the essay, “Family traditions are not fair” seems oversimplified. No line of reasoning is developed. This essay earned 1 point in Row B.

C. Sophistication (0-1 points): 0

- This essay oversimplifies complexities of the novel and does not use a style that is consistently vivid and persuasive. Additionally, it does not demonstrate sophistication of thought or develop a complex literary argument; therefore, it did not earn the sophistication point in Row C.