

Line of Reasoning (20 mins)

Reporting Category	Scoring Criteria				
Row B Evidence AND Commentary (0-4 points) 2.A 4.A 6.A 6.B 6.C	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.	2 points EVIDENCE: Provides some specific relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	3 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.
Decision Rules and Scoring Notes					
Typical responses that earn 0 points: <ul style="list-style-type: none"> Are incoherent or do not address the prompt. May be just opinion with no evidence or evidence that is irrelevant. 	Typical responses that earn 1 point: <ul style="list-style-type: none"> Tend to focus on summary of evidence rather than specific details. 	Typical responses that earn 2 points: <ul style="list-style-type: none"> Consist of a mix of specific evidence and broad generalities. May contain some simplistic, inaccurate, or repetitive explanations that don't strengthen the argument. May make one point well, but either do not make multiple supporting claims or do not adequately support more than one claim. 	Typical responses that earn 3 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. Organize an argument as a line of reasoning composed of multiple supporting claims. Commentary may fail to integrate some evidence or fail to support a key claim. 	Typical responses that earn 4 points: <ul style="list-style-type: none"> Uniformly offer evidence to support claims. Focus on the importance of specific details to build an argument. Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. 	
Additional Notes: <ul style="list-style-type: none"> Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 					

In November of 2019, David Miller and Susie Bonsie addressed the new analytic rubrics and spent a few moments clarifying the "establishes a Line of Reasoning" wording in the rubric.

"A line of reasoning refers to the structural or organizational cohesion of a student's response, the connective language, and tissue between ideas and paragraphs."

David Miller specifically added that for him it's the difference between the student response that reflects "a burst of ideas" or analysis of standalone devices and those responses that add the literary elements up and "explain how they are working together."

We still need to establish the difference between reason and reasoning. Hopefully, the following explanation and the graphics I have attached below will help clarify the difference,

To write a skillful argumentative essay (the three essays on the exam have always been argumentative essays), a student must give not only reasons but explain their reasoning as they support their claim.

Writing Prompt: Should local governments pass laws that focus on nutrition—like bans on trans fat in restaurants—to keep their residents safe?

Claim: Local governments should pass laws focused on nutrition

Reason: These laws would keep residents healthy.

Evidence (facts or data from a text): Trans fats are linked to heart disease and obesity.

Reasoning: When residents eat fewer trans fats, they will become healthier.¹