

Row C: Sophistication (0-1 points), Scoring Criteria [2.A, 4.C, 6.B, 8.A, 8.B, 8.C]

0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“<i>We all use social media and few of us are going to stop...</i>” OR “<i>People have always criticized different forms of communication...</i>”). Only hint at or suggest other argument (“<i>I once heard someone who worked in social media say...</i>” OR “<i>While some who use social media may argue that...</i>”). Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by acknowledging counterarguments. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. 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. 	

Practice Exam
pp. 601–634

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
1	C	STL-1	7.A	STL-1.R: ironic perspective, stylistic choices	509–512
2	A	CLE-1	3.A	CLE-1.F: strategic use of evidence	76–81
3	B	RHS-1	1.A	RHS-1.B: exigence	9–10
4	C	CLE-1	3.A	CLE-1.K: commentary, evidence, claim	123–125
5	A	REO-1	5.C	REO-1.I: developing ideas through narration REO-1.L: developing ideas through description	158–160 218–221
6	C	REO-1	5.B	REO-1.P: transitional elements	269–271
7	D	RHS-1	1.B	RHS-1.F: writers’ perceptions of audience	59–61
8	D	REO-1	5.A	REO-1.F: tone, word choice, connotations	147–151
9	C	STL-1	7.A	STL-1.E: inferring tone from word choice, connotations	342–349
10	A	CLE-1	3.B	CLE-1.I: thesis, claim, reasoning, evidence CLE-1.J: thesis	90–93
11	A	STL-1	7.A	STL-1.R: ironic perspective, stylistic choices	509–512
12	A	RHS-1	1.B	RHS-1.G: purpose, audience	58–61
13	E	CLE-1	3.C	CLE-1.AA: credibility, opposing arguments, contradictory evidence	573–578
14	A	CLE-1	3.A	CLE-1.C: types of evidence	25–27
15	E	REO-1	5.B	REO-1.Q: transitional elements, evidence	269–271
16	B	RHS-1	1.B	RHS-1.K: comparisons	471–478
17	E	RHS-1	1.B	RHS-1.M: word choice, bias, credibility RHS-1.N: audience perspective	481–487
18	D	STI-1	7.B	STL-1.H: arrangement of sentences, emphasis, ideas	417–419
19	D	REO-1	5.A	REO-1.E: sequence, line of reasoning	137–144
20	A	REO-1	5.B	REO-1.O: repetition, synonyms, parallel structure	265–268
21	A	STL-1	7.B	STL-1.T: parenthetical elements, purpose	524–525
22	B	CLE-1	3.C	CLE-1.V: complexity, oversimplification, generalization	403–405
23	D	REO-1	5.A	REO-1.A: line of reasoning, thesis	137–144
24	C	REO-1	5.A	REO-1.M: body paragraphs, claims, evidence, commentary, reasoning	248–254
25	A	STL-1	8.B	STL-1.S: modifiers	517–522

Item Number	Answer	Enduring Understanding	Skill	Essential Knowledge	Text Pages
26	C	RHS-1	2.A	RHS-1.F: writers' perceptions of audience	59-61
27	D	STL-1	8.B	STL-1.S: modifiers	517-522
28	C	CLE-1	4.A	CLE-1.F: strategic selection of evidence CLE-1.G: evidence, argument, audience, credibility	76-81
29	A	CLE-1	4.C	CLE-1.Z: evidence, sources, thesis	566-571
30	B	REO-1	6.B	REO-1.P: transitional elements, coherence, relationships	269-271
31	B	REO-1	6.C	REO-1.L: development, definition, description, examples	218-221
32	D	RHS-1	2.B	RHS-1.N: audience perspective, context	491-495
33	A	CLE-1	4.C	CLE-1.X: strategic use of words, phrases, and clauses; modifiers, argument	407-410
34	E	RHS-1	2.A	RHS-1.I: introduction, argument, thesis	192-195 391-393
35	E	STL-1	8.B	STL-1.J: coordination, balance, equality, ideas	422-424
36	D	REO-1	6.C	REO-1.J: cause-effect development	162-165
37	C	STL-1	8.C	STL-1.N: punctuation, relationships STL-1.O: punctuation, purpose	429-432
38	E	REO-1	6.B	REO-1.N: coherence; linking clauses, sentences, and ideas	258-263
39	B	CLE-1	4.A	CLE-1.K: evidence, commentary, relationship between evidence and claim CLE-1.L: source material, commentary, line of reasoning	123-125 128-131
40	A	REO-1	6.B	REO-1.I: transitional elements	158-160
41	C	REO-1	6.C	REO-1.J: cause-effect development	162-165
42	B	CLE-1	4.C	CLE-1.X: use of modifiers to qualify arguments	407-410
43	E	RHS-1	2.B	RHS-1.M: bias, credibility, audience	481-487
44	A	STL-1	8.B	STL-1.J: subordination, coordination	422-424
45	D	CLE-1	4.A	CLE-1.M: synthesis, arguments	128-131

Question 1: Synthesis Rubric, p. 623

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
<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 points</p> <p>Responds to the prompt with a thesis that presents a defensible position</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. Do not take a position, or the position must be inferred or is vague. Equivocate or summarize other's arguments but not the student's (e.g., some people say it's good, some people say it's bad). State an obvious fact rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt by developing a position on the value of a four-day school week, rather than restate or rephrase the prompt. Clearly take a position rather than just stating there are pros/cons.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> "To deal with rising costs, many schools and school districts in the United States have considered or switched to a four-day school week." <p>Address the topic of the prompt, but do not take a position</p> <ul style="list-style-type: none"> "Many schools and school districts have had to look for ways to cut costs." "One way school districts have tried to cut costs is by switching to a four-day school week." <p>Address the topic of the prompt but state an obvious fact as a claim</p> <ul style="list-style-type: none"> "Many school districts have had to look at ways to cut costs." 	<p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt.</p> <ul style="list-style-type: none"> "Many school districts have switched to a four-day school week to cut costs. However, the advantages to school districts are often outweighed by the disadvantages to students and parents." "When school districts consider switching to a four-day school week to cut costs, they need to consider the negative impacts on families and students." "While it takes some getting used to, the four-day school week may well be the wave of the future, especially in small rural districts." "The four-day school week not only saves school district money, but can also help them retain and recruit teachers."
<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 sources 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. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]				
<p>0 points Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p>	<p>1 point EVIDENCE: Provides evidence from or references at least two of the provided sources. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.</p>	<p>2 points EVIDENCE: Provides evidence from or references at least three of the provided sources. 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 from at least three of the provided sources to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>4 points EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning. AND 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 summary or description of sources 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 words and details from the sources 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. 	<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 sources 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.
<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. 				

Row C Sophistication (0-1 points), Scoring Criteria [2.A 4.C 6.B 8.A 8.B 8.C]	
<p>0 points Does not meet the criteria for one point</p>	<p>1 points Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</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 argument, but such attempts consist predominantly of sweeping generalizations ("In a these days of cost cutting . . ." OR "Since the beginning of public education . . ."). Only hint at or suggest other arguments ("Some may argue that . . ." OR "Many people say . . ."). Use complicated or complex sentences or language that are ineffective because they do not enhance the argument. 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. Articulating the implications or limitations of an argument (either the student's argument or arguments conveyed in the sources) by situating it within a broader context. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument throughout the response. 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. 	

Row A: Thesis (0-1 points), Scoring Criteria [1.A, 4.B]	
<p>0 points</p> <ul style="list-style-type: none"> For any of the following: 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> <ul style="list-style-type: none"> Responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices.
Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Only restate the prompt. Fail to address the rhetorical choices the writer of the passage makes. Describe or repeat the passage rather than making a claim that requires a defense. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Chisholm makes to convey her message.
<p>Examples that do not earn this point:</p> <p>Restate the prompt</p> <ul style="list-style-type: none"> "Chisholm creates a rhetorical argument about the struggles of African Americans." "Chisholm analyzes evidence to show that African Americans have a long way to go to reach equality." <p>Make a claim, but do not address the writer's rhetorical choices</p> <ul style="list-style-type: none"> "Chisholm says that Black Americans still face a struggle to achieve equality." <p>Repeat provided information from the passage</p> <ul style="list-style-type: none"> "In paragraph 2, Chisholm quotes Frederick Douglass to back her main claim about the need to continue the struggle for equality." 	<p>Examples that earn this point:</p> <p>Present a defensible thesis that analyzes the writer's rhetorical choices</p> <ul style="list-style-type: none"> "Shirley Chisholm describes the ways in which Black Americans have struggled for their civil rights—through picket lines and demonstrations and boycotts—but says that they need to use their dearly won power of the polling place wisely to effect meaningful change."
<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. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]				
<p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.</p>	<p>1 point</p> <p>EVIDENCE:</p> <p>Provides evidence that is mostly general.</p> <p>AND COMMENTARY:</p> <p>Summarizes the evidence but does not explain how the evidence supports the student's argument.</p>	<p>2 points</p> <p>EVIDENCE:</p> <p>Provides some specific relevant evidence.</p> <p>AND COMMENTARY:</p> <p>Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p>3 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND COMMENTARY:</p> <p>Explains how some of the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.</p>	<p>4 points</p> <p>EVIDENCE:</p> <p>Provides specific evidence to support all claims in a line of reasoning.</p> <p>AND COMMENTARY:</p> <p>Consistently explains how the evidence supports a line of reasoning.</p> <p>AND</p> <p>Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.</p>
Decision Rules and Scoring Notes Typical responses that earn . . .				
<p>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>1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary or description of a passage rather than specific details or techniques. Mention rhetorical choices with little or no explanation. 	<p>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>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 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. 	<p>4 points:</p> <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. Explain how the writer's use of rhetorical choices contributes to the student's interpretation of the passage.
<p>Additional Notes: 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 rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage.</p>				

Row C Sophistication (0-1 points), Scoring Criteria [2.A 4.C 6.B 8.A 8.B 8.C]	
0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes	
Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (“<i>Nothing ever comes easily . . .</i>” OR “<i>Since the beginning of the civil rights movement . . .</i>”). Only hint at or suggest other argument (“<i>Many African Americans dwell on every slight . . .</i>” OR “<i>Most people in the equal rights movement think . . .</i>”). Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text. Oversimplify complexities in the text. Use complicated or complex sentences or language that is ineffective because it does not enhance the analysis. 	Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following: <ol style="list-style-type: none"> Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation). Explaining a purpose or function of the passage’s complexities or tensions. Employing a style that is consistently vivid and persuasive.
Additional Notes: <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. 	

Question 3: Argument Essay Rubric, p. 634

Row A: Thesis (0-1 points), Scoring Criteria [4.B]	
0 points For any of the following: <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. 	1 point Responds to the prompt with a thesis that presents a defensible position.
Decision Rules and Scoring Notes	
Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not take a position, or the position is vague or must be inferred. State an obvious fact rather than making a claim that requires a defense. 	Responses that earn this point: <ul style="list-style-type: none"> Respond to the prompt rather than restate or rephrase the prompt. Clearly take a position the role of appearance in success.
Examples that do not earn this point: Do not take a position <ul style="list-style-type: none"> “<i>There is an old adage that ‘clothes make the man.’</i>” Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim <ul style="list-style-type: none"> “<i>First impressions are important.</i>” 	Examples that earn this point: Present a defensible position that responds to the prompt <ul style="list-style-type: none"> “<i>As children, we are told that we shouldn’t judge a book by its cover. Why, then, do so many people judge others by how they look or dress? For better or worse, our first impressions of people affects the way we relate (or fail to relate) to them. For this reason, an applicant’s appearance plays a critical part in creating a first impression at a job interview.</i>” “<i>How does a person’s appearance influence our perceptions? Do we assume that a man in a business suit is more competent than a man in sagging jeans and a flannel shirt? Do we consider a woman wearing a tailored suit to be more intelligent than one wearing the latest designer dress? For better or worse, the way we dress does appear to influence others’ opinions of us.</i>” “<i>Whether we like it or not, we are judged by the way we look. And the way others see us is often accurate—whether because our appearance gives clues to what we are like as a person, or because the way we look eventually conforms to the way others view us—a self-fulfilling prophecy, so to speak.</i>”
Additional Notes: <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. 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. 	

Row B: Evidence AND Commentary (0-4 points), Scoring Criteria [2.A, 4.A, 6.A, 6.B, 6.C]				
<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 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.</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.</p>
Decision Rules and Scoring Notes Typical responses that earn ...				
<p>0 points:</p> <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. 	<p>1 point:</p> <ul style="list-style-type: none"> Tend to focus on summary of evidence rather than specific details. 	<p>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>3 points:</p> <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. 	<p>4 points:</p> <ul style="list-style-type: none"> 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.
<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. 				

Row C Sophistication (0-1 points), Scoring Criteria [2.A 4.C 6.B 8.A 8.B 8.C]	
<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates sophistication of thought and/or develops a complex understanding of the rhetorical situation.</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 argument, but such attempts consist predominantly of sweeping generalizations (<i>"Everyone knows that they will be judged by their appearance ..."</i> OR <i>"Some people just don't care what impression they make ..."</i>) Only hint at or suggest other argument (<i>"Most schools have relaxed their dress codes ..."</i> OR <i>"Some people are just born slobs ..."</i>) Use complicated or complex sentences or language that are ineffective because they do not enhance the argument 	<p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by acknowledging counterarguments. Making effective rhetorical choices that consistently strengthen the force and impact of the student's argument. 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. 	