

Question 1

**General Directions:** This scoring guide will be useful for most of the papers you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or -- without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All papers, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

9 Papers earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.

8 Papers earning a score of 8 effectively characterize opposing positions on a local, national, or global issue and clearly propose a solution or compromise. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Papers earning a score of 7 fit the description of 6 papers, but provide a more complete explanation and argument or demonstrate a more mature prose style.

6 Papers earning a score of 6 adequately characterize opposing positions on a local, national, or global issue and propose a solution or compromise. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Papers earning a score of 5 characterize opposing positions on a local, national, or global issue and propose a solution or compromise. These papers may, however, provide uneven, inconsistent, or limited explanations of the issue, the opposing positions, and/or the solution or compromise. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Papers earning a score of 4 respond to the prompt inadequately. They may have difficulty characterizing opposing positions on a local, national, or global issue and/or proposing a solution. The evidence used may be insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.

3 Papers earning a score of 3 meet the criteria for a score of 4, but demonstrate less success in characterizing the opposing positions on a local, national, or global issue and/or proposing a solution and less control of writing.

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Question 1 (cont'd.)

2 Papers earning a score of 2 demonstrate little success in characterizing opposing positions on a local, national, or global issue and/or proposing a solution. These papers may misunderstand the prompt; fail to characterize opposing positions, and/or propose a solution or compromise; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

1 Papers earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, or weak in their control of language.

0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

— Indicates a blank response or one that is completely off topic.

Question 2

The score should reflect a judgment of the quality of the essay as a whole. Students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Essays earning a score of 9 meet the criteria for 8 essays and, in addition, offer more sophisticated evidence or demonstrate particularly impressive control of language.

8 Effective

Essays earning a score of 8 respond to the prompt by **effectively** taking a position on the issue of compulsory voting and developing that position with especially appropriate evidence. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 fit the description of 6 essays but offer more complete support or demonstrate a more mature prose style.

6 Adequate

Essays earning a score of 6 respond to the prompt by **adequately** taking a position on the issue of compulsory voting and developing that position with appropriate evidence. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 take a position on the issue of compulsory voting and support that position with evidence. These essays may, however, provide uneven, inconsistent, or limited arguments and/or evidence. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 Inadequate

Essays earning a score of 4 respond to the prompt **inadequately**. They take a position on the issue of compulsory voting, but the evidence is insufficient. The prose generally conveys the student's ideas but may suggest immature control of writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in taking a position on the issue of compulsory voting and supporting that position with appropriate evidence. The essays may show less control of writing.

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Question 2 (continued)

2 Little Success

Essays earning a score of 2 demonstrate **little success** in taking a position on the issue of compulsory voting and supporting that position with appropriate evidence. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, inappropriate, or no evidence. The prose often demonstrates consistent weaknesses in writing.

1 Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic, or weak in their control of language.

0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

— Indicates a blank response or one that is completely off topic.

Question 3

**General Directions:** This scoring guide will be useful for most of the papers you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or — without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All papers, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

- 9 Papers earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.
- 8 Papers earning a score of 8 effectively examine the relationship between unspoken rules and belonging. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.
- 7 Papers earning a score of 7 fit the description of 6 papers, but provide a more complete explanation and argument or demonstrate a more mature prose style.
- 6 Papers earning a score of 6 adequately examine the relationship between unspoken rules and belonging. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.
- 5 Papers earning a score of 5 examine the relationship between unspoken rules and belonging. These papers may, however, provide uneven, inconsistent, or limited explanations of how the connection works. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.
- 4 Papers earning a score of 4 inadequately examine the relationship between unspoken rules and belonging. The evidence used may be insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.
- 3 Papers earning a score of 3 meet the criteria for a score of 4, but demonstrate less success in examining the relationship between unspoken rules and belonging, and less control of writing.

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Question 3 (cont'd.)

**2** Papers earning a score of 2 demonstrate little success in examining the relationship between unspoken rules and belonging. These papers may misunderstand the prompt, fail to examine the relationship between unspoken rules and belonging, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

**1** Papers earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, or weak in their control of language.

**0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

— Indicates a blank response or one that is completely off topic.

The score should reflect a judgment of the quality of the essay as a whole. Students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

**9** Essays earning a score of 9 meet the criteria for 8 essays and, in addition, are especially sophisticated in their argument or demonstrate particularly impressive control of language.

**8 Effective**  
Essays earning a score of 8 respond to the prompt **effectively**, taking a position on the value of public statements of opinion and developing the position with appropriate and convincing evidence. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7** Essays earning a score of 7 fit the description of 6 essays but provide a more complete argument or demonstrate a more mature prose style.

**6 Adequate**  
Essays earning a score of 6 respond to the prompt **adequately**, taking a position on the value of public statements of opinion and developing the position with appropriate evidence. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 take a position on the value of public statements of opinion and support the position with evidence. These essays may, however, provide uneven, inconsistent, or limited arguments and/or evidence. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

**4 Inadequate**  
Essays earning a score of 4 respond to the prompt **inadequately**. They may have difficulty taking a position on the value of public statements of opinion. The evidence used may be insufficient. The prose generally conveys the student's ideas but may suggest immature control of writing.

**3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in taking a position on the value of public statements of opinion and supporting the position with appropriate evidence. The essays may show less control of writing.

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Question 4 (continued)

**2 Little Success**

Essays earning a score of 2 demonstrate **little success** in taking a position on the value of public statements of opinion and supporting the position with appropriate evidence. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

**1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their argument, or weak in their control of language.

**0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

— Indicates a blank response or one that is completely off topic.

Question 5

The score should reflect a judgment of the quality of the essay as a whole. Students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional flaws in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 2.

9 Essays earning a score of 9 meet the criteria for essays that are scored an 8 and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.

8 **Effective**  
Essays earning a score of 8 **effectively** evaluate the pros and cons of Singer's argument and clearly indicate which position the writer finds more persuasive. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 fit the description of essays that are scored a 6 but provide a more complete explanation and argument or demonstrate a more mature prose style.

6 **Adequate**  
Essays earning a score of 6 **adequately** evaluate the pros and cons of Singer's argument and indicate which position the writer finds more persuasive. The evidence used is appropriate. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 evaluate the pros and cons of Singer's argument and indicate which position the writer finds more persuasive. These essays may, however, provide uneven, inconsistent, or limited evaluations of the pros and cons of Singer's argument and/or the writer's views on which position he or she finds more persuasive. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 **Inadequate**  
Essays earning a score of 4 respond to the prompt **inadequately**. They may have difficulty evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. The evidence used may be insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.

3 Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. The essays may show less control of writing.

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Question 5 (continued)

2 **Little Success**

Essays earning a score of 2 demonstrate **little success** in evaluating the pros and cons of Singer's argument and/or indicating which position the writer finds more persuasive. These essays may misunderstand the prompt; fail to evaluate the pros and cons of Singer's argument and/or indicate which position the writer finds more persuasive; or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing.

1 Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, or weak in their control of language.

0 Essays earning a zero (0) are on-topic responses that receive no credit, such as those that merely repeat the prompt.

— Essays earning a dash (—) are blank responses or responses that are completely off topic.

Question **6**

**General Directions:** This scoring guide will be useful for most of the essays that you read. If it seems inappropriate for a specific essay, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or ----- without this consultation.

Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write; the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Evaluate the essay as a draft, making certain that you reward students for what they do well.

All essays, even those scored 8 and 9, may contain occasional flaws in analysis, prose style, or mechanics. Such lapses should enter into your holistic evaluation of an essay's overall quality. In no case should you score an essay with many distracting errors in grammar and mechanics higher than a 2.

9 Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their argument or demonstrate particularly impressive control of language.

8 Essays earning a score of 8 recognize the complexity of the claim that entertainment has the capacity to "ruin" society and successfully establish and support their own position by using appropriate evidence to develop their argument. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.

7 Essays earning a score of 7 fit the description of 6 essays but are distinguished by more complete or more cogent argumentation or a more mature prose style.

6 Essays earning a score of 6 demonstrate an adequate understanding of the claim and adequately establish and support their own position about entertainment's ability to "ruin" society. Their arguments are generally sound and provide sufficient evidence, but they are less developed or less cogent than essays earning higher scores. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 may have a less adequate understanding of the claim and/or may offer limited, inconsistent, or unevenly developed positions of their own. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately.

4 Essays earning a score of 4 respond to the prompt inadequately. They may have difficulty understanding the claim or establishing their own position and/or may use evidence that is inappropriate or insufficient to develop their own position. The prose generally conveys the writers' ideas but may suggest immature control of writing.

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Question **6** (cont'd.)

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in developing their own position or less control of writing.

2 Essays earning a score of 2 demonstrate little success in understanding the claim and/or in developing their own position. These essays may misunderstand the prompt, fail to present an argument, or substitute a simpler task by merely responding to the question tangentially with unrelated or inappropriate evidence. The prose often demonstrates consistent weaknesses in writing, such as a lack of development or organization, grammatical problems, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are especially simplistic in their argument or are weak in their control of writing.

0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.

— Indicates a blank response or one that is completely off topic.