

## Question 2

Suggested time—40 minutes.

(This question counts as one-third of the total essay section score.)

Born in New York City to Puerto Rican parents, Sonia Sotomayor was appointed a United States Supreme Court Justice in 2009, becoming the first Latina justice of the U.S. Supreme Court. She delivered the speech “A Latina Judge’s Voice” at the University of California, Berkeley, School of Law in 2001 when she was an appeals-court judge. The following passage is an excerpt from that speech. Read the passage carefully. Write an essay that analyzes the rhetorical choices Sotomayor makes to convey her message about her identity.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Who am I? I am a “Newyorkrican.” For those of you on the West Coast who do not know what that term means: I am a born and bred New Yorker of Puerto Rican-born parents who came to the states during World War II.

Like many other immigrants<sup>1</sup> to this great land, my parents came because of poverty and to attempt to find and secure a better life for themselves and the family that they hoped to have. They largely succeeded. For that, my brother and I are very grateful. The story of that success is what made me and what makes me the Latina that I am. The Latina side of my identity was forged and closely nurtured by my family through our shared experiences and traditions.

For me, a very special part of my being Latina is the mucho platos de arroz, gandules y pernil—rice, beans and pork—that I have eaten at countless family holidays and special events. My Latina identity also includes, because of my particularly adventurous taste buds, morcilla,—pig intestines, patitas de cerdo con garbanzo—pigs’ feet with beans, and la lengua y orejas de cuchifrito, pigs’ tongue and ears. I bet the Mexican-Americans in this room are thinking that Puerto Ricans have unusual food tastes. Some of us, like me, do. Part of my Latina identity is the sound of merengue at all our family parties and the heart wrenching Spanish love songs that we enjoy. It is the memory of Saturday afternoon at the movies with my

aunt and cousins watching Cantinflas, who is not Puerto Rican, but who was an icon Spanish comedian on par with Abbot and Costello<sup>2</sup> of my generation. My Latina soul was nourished as I visited and played at my grandmother’s house with my cousins and extended family. They were my friends as I grew up. Being a Latina child was watching the adults playing dominos on Saturday night and us kids playing loteria, bingo, with my grandmother calling out the numbers which we marked on our cards with chick peas.

Now, does any one of these things make me a Latina? Obviously not because each of our Caribbean and Latin American communities has their own unique food and different traditions at the holidays. I only learned about tacos in college from my Mexican-American roommate. Being a Latina in America also does not mean speaking Spanish. I happen to speak it fairly well. But my brother, only three years younger, like too many of us educated here, barely speaks it. Most of us born and bred here, speak it very poorly.

If I had pursued my career in my undergraduate history major, I would likely provide you with a very academic description of what being a Latino or Latina means. For example, I could define Latinos as those peoples and cultures populated or colonized by Spain who maintained or adopted Spanish or Spanish Creole as their language of communication. You can tell that

60 I have been very well educated. That antiseptic  
description however, does not really explain the  
appeal of morcilla—pig’s intestine—to an American  
born child. It does not provide an adequate  
explanation of why individuals like us, many of whom  
are born in this completely different American culture,  
65 still identify so strongly with those communities in  
which our parents were born and raised.

America has a deeply confused image of itself that  
is in perpetual tension. We are a nation that takes  
pride in our ethnic diversity, recognizing its  
70 importance in shaping our society and in adding  
richness to its existence. Yet, we simultaneously insist  
that we can and must function and live in a race and  
color-blind way that ignores these very differences  
that in other contexts we laud. That tension between  
75 “the melting pot and the salad bowl”<sup>3</sup>—a recently  
popular metaphor used to describe New York’s  
diversity—is being hotly debated today in national  
discussions about affirmative action. Many of us

80 struggle with this tension and attempt to maintain and  
promote our cultural and ethnic identities in a society  
that is often ambivalent about how to deal with its  
differences. In this time of great debate we must  
remember that it is not political struggles that create a  
Latino or Latina identity. I became a Latina by the  
85 way I love and the way I live my life. My family  
showed me by their example how wonderful and  
vibrant life is and how wonderful and magical it is to  
have a Latina soul. They taught me to love being a  
Puertorriqueña and to love America and value its  
90 lesson that great things could be achieved if one  
works hard for it.

<sup>1</sup> Puerto Ricans have been United States citizens since 1917.

<sup>2</sup> a popular American comedy team of the 1940s and 1950s

<sup>3</sup> a contrast, respectively, between a homogeneous society, where  
distinctive cultural identities merge into one cultural identity, and a  
heterogeneous society, where distinctive cultural identities mingle with  
one another without losing their distinctiveness

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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 3

**Suggested time—40 minutes.**

(This question counts as one-third of the total essay section score.)

Colin Powell, a four-star general and former United States secretary of state, wrote in his 1995 autobiography: “[W]e do not have the luxury of collecting information indefinitely. At some point, before we can have every possible fact in hand, we have to decide. The key is not to make quick decisions, but to make timely decisions.”

Write an essay that argues your position on the extent to which Powell’s claim about making decisions is valid.

In your response you should do the following:

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

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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.**

**Rhetorical Analysis****6 points**

Born in New York City to Puerto Rican parents, Sonia Sotomayor was appointed a United States Supreme Court Justice in 2009, becoming the first Latina justice of the U.S. Supreme Court. She delivered the speech “A Latina Judge’s Voice” at the University of California, Berkeley, School of Law in 2001 when she was an appeals-court judge. The following passage is an excerpt from that speech. Read the passage carefully. Write an essay that analyzes the rhetorical choices Sotomayor makes to convey her message about her identity.

In your response you should do the following:

- Respond to the prompt with a thesis that analyzes the writer’s rhetorical choices.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Demonstrate an understanding of the rhetorical situation.
- Use appropriate grammar and punctuation in communicating your argument.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis</b> <b>(0–1 points)</b>	<b>0 points</b> For any of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>	<b>1 point</b> Responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Fail to address the rhetorical choices the writer of the passage makes.</li> <li>Describe or repeat the passage rather than making a claim that requires a defense.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restating or rephrasing the prompt <u>and</u> clearly articulate a defensible thesis about the rhetorical choices Sotomayor makes to convey her message about her identity.</li> </ul>
	<b>Examples that do not earn this point:</b> <b>Restate the prompt</b> <ul style="list-style-type: none"> <li>“Sonia Sotomayor, who was an appeals-court judge at the time, delivered a speech in 2001 at UC Berkeley.”</li> </ul> <b>Make a claim but do not address the writer’s rhetorical choices</b> <ul style="list-style-type: none"> <li>“In her speech to the Berkeley School of Law in 2001, Sonia Sotomayor claims that her parents taught her how to love her own identity as a Latina.”</li> </ul> <b>Repeat provided information from the passage</b> <ul style="list-style-type: none"> <li>“Sonia Sotomayor conveys her message about being a Latina, and particularly a ‘Newyorkrican,’ in her speech at Berkeley University.”</li> </ul>	<b>Examples that earn this point:</b> <b>Present a defensible thesis that analyzes the writer’s rhetorical choices</b> <ul style="list-style-type: none"> <li>“Sotomayor uses personal anecdotes and memories to convey her message about her identity as a ‘Newyorkrican’ Latina.”</li> <li>“In her 2001 speech, Sonia Sotomayor uses evocative diction, comparison and contrast, and colorful imagery to convey for her audience what it means for her to be a Latina-American.”</li> <li>“Sonia Sotomayor navigates a difficult discussion about racial and ethnic identity by taking her own personal experiences as a Latina and situating them within the larger issue of the tension between ‘the melting pot and the salad bowl’ that was being debated in the country at the time of her speech.”</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>The thesis may be anywhere within the response.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>		

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

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Attempt to contextualize the text, but such attempts consist predominantly of sweeping generalizations (<i>“In a world where . . .”</i> OR <i>“Since the beginning of time . . .”</i>).</li> <li>Only hint at or suggest other arguments (<i>“While some may argue that . . .”</i> OR <i>“Some people say . . .”</i>).</li> <li>Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.</li> <li>Oversimplify complexities in the text.</li> <li>Use complicated or complex sentences or language that is ineffective because it does not enhance their analysis.</li> </ul>	<b>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:</b> <ol style="list-style-type: none"> <li>Explaining the significance or relevance of the writer’s rhetorical choices (given the rhetorical situation).</li> <li>Explaining a purpose or function of the passage’s complexities or tensions.</li> <li>Employing a style that is consistently vivid and persuasive.</li> </ol>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	