

Question 3

Suggested time—40 minutes

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

In a 2016 interview published in the *Los Angeles Review of Books*, Maxine Hong Kingston, an award-winning writer famous for her novels depicting the experiences of Chinese immigrants in the United States, stated: “I think that individual voices are not as strong as a community of voices. If we can make a community of voices, then we can speak more truth.”

Write an essay that argues your position on the extent to which Kingston’s claim about the importance of creating a community of voices 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.

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.

Argument Essay

6 points

In a 2016 interview published in the *Los Angeles Review of Books*, Maxine Hong Kingston, an award-winning writer famous for her novels depicting the experiences of Chinese immigrants in the United States, stated: “I think that individual voices are not as strong as a community of voices. If we can make a community of voices, then we can speak more truth.”

Write an essay that argues your position on the extent to which Kingston’s claim about the importance of creating a community of voices 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.

Reporting Category	Scoring Criteria	
Row A Thesis (0–1 points)	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. <p>Examples that do not earn this point:</p> <p>Do not take a position</p> <ul style="list-style-type: none"> • <i>"Communities are a part of people's daily lives."</i> <p>Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim</p> <ul style="list-style-type: none"> • <i>"As Kingston notes, it is important for people in society to have a voice."</i> 	Responses that earn this point: <ul style="list-style-type: none"> • Respond to the prompt by taking a position on the extent to which Kingston's claim about the importance of creating a community of voices is valid, rather than restating or rephrasing the prompt. Clearly take a position rather than just stating that there are pros/cons. <p>Examples that earn this point:</p> <p>Present a defensible position that responds to the prompt.</p> <ul style="list-style-type: none"> • <i>"Kingston's belief in the strength of a community of voices is completely valid."</i> • <i>"While a community of voices is powerful, the individual voice should not be overlooked. Kingston's claim is valid only to a certain extent."</i> • <i>"A community of voices is more powerful than individual voices because people are more inclined to listen to others and speak in a unified way, rather than starting individual yelling matches."</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. 		

Reporting Category	Scoring Criteria				
Row B Evidence AND Commentary (0–4 points)	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. Do not explain the connections or progression between the student's claims, so a line of reasoning is not clearly established. 	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. 					