

Question 3

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

In many works of literature, characters choose to reinvent themselves for significant reasons. They may wish to separate from a previous identity, gain access to a different community, disguise themselves from hostile forces, or express a more authentic sense of self.

Either from your own reading or from the following list, choose a work of fiction in which a character intentionally creates a new identity. Then, in a well-written essay, analyze how the character's reinvention contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

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

The Autobiography of an Ex-Colored Man
The Awakening
Brooklyn
By the Way . . . Meet Vera Stark
Ceremony
The Color Purple
The Count of Monte Cristo
Disgrace
Fahrenheit 451
Fences
Great Expectations
A House for Mr. Biswas
The House of the Spirits
The Hummingbird's Daughter
Jane Eyre
Jasmine
The Joy Luck Club
Kindred
Kiss of the Spider Woman
The Known World
The Last of the Menu Girls

Lila
Little Fires Everywhere
Lucy
The Mayor of Casterbridge
Middlesex
The Miraculous Day of Amalia Gómez
The Nickel Boys
Orlando
Passing
The Poisonwood Bible
Sophie's Choice
The Strange Case of Dr. Jekyll and Mr. Hyde
Surfacing
The Taming of the Shrew
The Tenant of Wildfell Hall
Their Eyes Were Watching God
There There
Vanity Fair
Washington Black
Wuthering Heights

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.

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include ...</i>” OR “<i>In a world where ...</i>” OR “<i>Since the beginning of time ...</i>”). Only hint at or suggest other possible interpretations (“<i>While another reader may see ...</i>” OR “<i>Though the passage could be said to ...</i>”). Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation. Oversimplify complexities in the passage. Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 	Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> Identifying and exploring complexities or tensions within the passage. Illuminating the student’s interpretation by situating it within a broader context. Accounting for alternative interpretations of the passage. 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: Literary Argument

6 points

In many works of literature, characters choose to reinvent themselves for significant reasons. They may wish to separate from a previous identity, gain access to a different community, disguise themselves from hostile forces, or express a more authentic sense of self.

Either from your own reading or from the following list, choose a work of fiction in which a character intentionally creates a new identity. Then, in a well-written essay, analyze how the character's reinvention contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- 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 interpretation of the selected work.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Make a generalized comment about the selected work that doesn't respond to the prompt. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a defensible interpretation of a character's reinvention in the selected work. OR <ul style="list-style-type: none"> Make a claim about how a character's reinvention contributes to an interpretation of the work as a whole.
	Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>"Literary characters often choose to reinvent themselves for significant reasons. These reasons vary but may stem from a desire to separate from a previous identity, gain access to a different community, hide from hostile forces, or express a more authentic sense of self."</i> Do not respond to the prompt but make a generalized comment about the selected work <ul style="list-style-type: none"> <i>"Great Expectations follows the story of a character who reinvents himself."</i> <i>"Shakespeare's The Taming of the Shrew has become an increasingly controversial play in modern times."</i> 	Examples that earn this point: Provides a defensible interpretation <ul style="list-style-type: none"> <i>"Gatsby reinvents himself as a wealthy, high-class man in order to win back Daisy's love. This reinvention brings about the tragedy of the novel."</i> <i>"In The House Behind the Cedars, Rena, a biracial woman, chooses to represent herself as white when moving to a new city. The anxiety she feels due to this decision reflects the nation's identity crisis following the Civil War."</i> <i>"Through the character of Mia Warren, Celeste Ng illustrates in Little Fires Everywhere that while reinvention is possible, one can never expect to completely escape the actions of the past."</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. A thesis that offers a defensible claim about the character's reinvention in the selected work may earn the point; any reasonable student interpretation of a "character's reinvention" is acceptable. For a thesis to be defensible, the selected work 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. 		

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 textual references or references that are irrelevant. 	Typical responses that earn 1 point: <ul style="list-style-type: none"> Tend to focus on overarching narrative developments or description of a selected work 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 from the selected work to build an interpretation. 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 from the selected work to build an interpretation. 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. To earn the fourth point in this row, the response must address the interpretation of the selected work as a whole. 					

Reporting Category	Scoring Criteria	
Row C Sophistication (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Attempt to contextualize their interpretation, but such attempts consist predominantly of sweeping generalizations (“<i>Human experiences always include ...</i>” OR “<i>In a world where ...</i>” OR “<i>Since the beginning of time ...</i>”). Only hint at or suggest other possible interpretations (“<i>While another reader may see ...</i>” OR “<i>Though the text could be said to ...</i>”). Oversimplify complexities of the topic and/or the selected work. Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument. 	Responses that earn this point may demonstrate sophistication of thought or develop a complex literary argument by doing any of the following: <ol style="list-style-type: none"> Identifying and exploring complexities or tensions within the selected work. Illuminating the student’s interpretation by situating it within a broader context. Accounting for alternative interpretations of the text. 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. 	