

4. There is debate over the use of the Senate filibuster in the national legislative process. Take a position on whether the filibuster is beneficial or detrimental to policy making in the United States Congress.

Use at least one piece of evidence from one of the following foundational documents:

- Article I of the United States Constitution
- *The Federalist* 10
- *The Federalist* 51

In your response you should do the following:

- ✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.
- ✓ Support your claim with at least TWO pieces of specific and relevant evidence.
 - One piece of evidence must come from one of the foundational documents listed above.
 - A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
- ✓ Use reasoning to explain why your evidence supports your claim or thesis.
- ✓ Respond to an opposing or alternate perspective using refutation, concession, or rebuttal.

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 4: Argument Essay**6 points**

Reporting Category	Scoring Criteria	
Row A Claim/Thesis (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Only restate the prompt. Do not make a claim that responds to the prompt. 	Responses that earn this point: <ul style="list-style-type: none"> Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning. Provide a defensible claim or thesis that establishes a line of reasoning about whether the filibuster is beneficial or detrimental to policy making in the United States Congress.
	Examples that do not earn this point: Restate the prompt <ul style="list-style-type: none"> <i>“There is a debate over the use of the Senate filibuster in the legislative process.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“The Senate filibuster is often used during the policy making process.”</i> 	Examples that earn this point: <ul style="list-style-type: none"> <i>“The filibuster is detrimental to policy making because it leads to gridlock and the American people need the federal government to act and pass laws for the general welfare.”</i> <i>“The filibuster is detrimental because it makes the work of Congress less efficient.”</i> <i>“The filibuster is beneficial because it limits the power of the federal government to create policies that would be unpopular in some parts of the country.”</i> <i>“Lawmaking in the Senate benefits from the filibuster because it fosters compromise.”</i>
Additional Notes: <ul style="list-style-type: none"> The claim or thesis must consist of one or more sentences that may be located anywhere in the response. A claim or 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 (0–3 points)	0 points Does not meet the criteria for one point.	1 point Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.	2 points Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u> .	3 points Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u> .
	Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none">Do not provide any accurate evidence.Provide evidence that is not relevant to the topic.	Responses that earn 1 point: <ul style="list-style-type: none">Provide one piece of evidence relevant to the topic of the prompt.May or may not have a claim or thesis.	Responses that earn 2 points: <ul style="list-style-type: none">Provide one piece of specific and relevant evidence that supports the claim or thesis. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.	Responses that earn 3 points: <ul style="list-style-type: none">Provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts.
	Examples that do not earn points: Provide evidence that is not specific <ul style="list-style-type: none">“The Senate is part of a bicameral Congress.” Provide evidence that is not relevant to the topic of the prompt <ul style="list-style-type: none">“Separation of powers makes it difficult to pass legislation.”	Examples of evidence that are relevant to the <u>topic</u> of the prompt: <ul style="list-style-type: none">Political parties’ role in CongressThe framers’ view of limited GovernmentThe role of Congress in passing budgets and important legislationA description of the filibuster’s role in the policy making process	Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence): <ul style="list-style-type: none">“The framers did not want a federal government that was too active. Although they did not include the filibuster as part of their Constitutional design, it in effect acts as a check on government.”“The filibuster was not part of the framers’ Constitutional design. It makes it too difficult to pass important legislation and reduces the role of Congress in making important decisions.” Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence): <ul style="list-style-type: none">“In Federalist 10, Madison argues that factions would not easily be able to control the federal government.”“Federalist 10 argues that factions should not become too powerful.”“Federalist 51 argues for separation of powers to ensure no one part of the federal government dominates.”“Article I states that a simple majority vote is sufficient to pass policy and the filibuster is not in the Constitution.”“Article I allows the chambers to set their own rules.”	
	Additional Notes: <ul style="list-style-type: none">To earn two or three points in Row B, the response must have a defensible claim or thesis (earned the point in Row A).To earn three points, the response must use one of the foundational documents listed in the prompt.			

Reporting Category	Scoring Criteria	
Row C Reasoning	0 points Does not meet the criteria for one point.	1 point Explains how or why the evidence supports the claim or thesis.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Include evidence but offer no reasoning to connect the evidence to the claim or thesis. • Restate the prompt without explaining how the evidence supports the claim or thesis. 	Responses that earn this point: <ul style="list-style-type: none"> • Explain the relationship between the evidence provided and the claim or thesis. Examples of reasoning that explain how the evidence supports the claim or thesis: <ul style="list-style-type: none"> • “Article I never mentions the filibuster, instead allowing a majority vote to pass policy in both chambers of Congress. So, the use of the filibuster to stop a democratically elected majority from making policy is detrimental to policy making because it is undemocratic and inconsistent with the Framers’ intent.” • “Article I allows the chambers to make their own rules, therefore, the Senate chose to create the filibuster. It is beneficial for policymaking because it ensures that minority views can influence policy, which can lead to compromise and more moderate policies.” • “Fed 10 states that factions in a large republic will balance each other. Fed 10 supports the idea that the filibuster is detrimental to policy making because it advantages one faction over others. A faction of senators can block policy that a majority supports and undermines policymaking.” • “Fed 10 explains that factions are part of human nature. The filibuster allows a faction of senators to protect us against tyranny of the majority, benefitting the policy making.” • “Fed 51 describes the importance of checks and balances and supports the idea that the filibuster is beneficial to policy making because it can be used to block Supreme Court nominees who would strike down policies that benefit the country.” • “The filibuster moves beyond the separation of powers described in Fed 51 and becomes detrimental to policy making because it can stop the president from seeing their policies enacted even when a majority of Congress and the public favor the policies.”
	Additional Notes: <ul style="list-style-type: none"> • To earn this point, the response must have a defensible claim or thesis (earned the point in Row A) and support that argument with at least one piece of specific and relevant evidence (earned at least two points in Row B). • The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point. 	

Reporting Category	Scoring Criteria	
Row D Responds to Alternate Perspectives	0 points Does not meet the criteria for one point.	1 point Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Restate the opposite of the claim or thesis. May identify or describe an alternate perspective but do not refute, concede, or rebut that perspective. Refute a foundational document rather than an alternate perspective to the provided claim or thesis. 	Responses that earn this point: <ul style="list-style-type: none"> Must describe an alternate perspective AND refute, concede, or rebut that perspective.
	Examples of responses that do not earn the point: Restate the opposite of the claim or thesis <ul style="list-style-type: none"> <i>“It is simply wrong to state that the filibuster is necessary as a check on power of majorities.”</i> Describe an alternate perspective but do not refute, concede, or rebut that perspective <ul style="list-style-type: none"> <i>“Opponents of the filibuster argue that it prevents the majority party from passing popular bills.”</i> 	Examples of acceptable responses to an alternate perspective may include: <ul style="list-style-type: none"> <i>“It could be argued that the filibuster benefits policy making because it ensures limited government which was the intent of the framers, but the filibuster is detrimental because there are many issues that cannot be adequately addressed in a Congress limited by the filibuster.”</i> <i>“Opponents of the filibuster believe it is bad for policy making because they argue that we need a more efficient process for passing laws at the national level, but removing the filibuster reduces the likelihood that the policymaking process is truly democratic.”</i>
	Additional Notes: <ul style="list-style-type: none"> To earn this point, the response must have a defensible claim or thesis (earned the point in Row A). Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point. 	