

Question 3

Suggested time—40 minutes

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

In a 2019 interview, award-winning poet and memoirist Jimmy Santiago Baca asserted: “In America we value possessions. We would much rather talk about a new car than talk about a story that happened between grandfather and me. We’d much rather get on the computer and play video games and enact some cataclysmic¹ epic² than to talk about the epics in our own lives.”

Write an essay that argues your position on the extent to which Baca’s claim about the value of possessions is valid.

¹ destructive on a large scale

² a narrative or story of grand proportions

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 2019 interview, award-winning poet and memoirist Jimmy Santiago Baca asserted: “In America we value possessions. We would much rather talk about a new car than talk about a story that happened between grandfather and me. We’d much rather get on the computer and play video games and enact some cataclysmic¹ epic² than to talk about the epics in our own lives.”

Write an essay that argues your position on the extent to which Baca’s claim about the value of possessions is valid.

¹ destructive on a large scale

² a narrative or story of grand proportions

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. 	Responses that earn this point: <ul style="list-style-type: none"> • Respond to the prompt by taking a position on the extent to which Baca's claim about the value of possessions is valid, rather than restating or rephrasing the prompt. Clearly take a position rather than just stating that there are pros/cons. 	
Examples that do not earn this point: Do not take a position <ul style="list-style-type: none"> • <i>"Baca states that some people prefer playing video games to having conversations."</i> Address the topic of the prompt but are not defensible—it is an obvious fact stated as a claim <ul style="list-style-type: none"> • <i>"Talking about possessions can occupy a lot of time."</i> 	Examples that earn this point: Present a defensible position that responds to the prompt <ul style="list-style-type: none"> • <i>"Focusing on possessions often keeps people from giving personal relationships enough attention."</i> • <i>"Baca notes that Americans place too much value on possessions. For many people, this materialistic approach becomes a way of avoiding genuine relationships and not fully participating in their own lives."</i> • <i>"Many people end up valuing their possessions more highly than they value their experiences and the other people in their lives, which results in their failing to appreciate some of the most important aspects of life."</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. 					

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 a complex understanding of the rhetorical situation.
Decision Rules and Scoring Notes		
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Attempt to contextualize their argument, but such attempts consist predominantly of sweeping generalizations (“<i>In a world where...</i>” OR “<i>Since the beginning of time...</i>”). Only hint at or suggest other arguments (“<i>While some may argue that...</i>” OR “<i>Some people say...</i>”). Use complicated or complex sentences or language that is ineffective because it does not enhance the argument. 	<p>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:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions. Articulating the implications or limitations of an argument (either the student’s argument or an argument related to the prompt) by situating it within a broader context. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument. Employing a style that is consistently vivid and persuasive.
<p>Additional Notes:</p> <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. 		