

## Question 2

### Sample Identifier: 2A

Score: 1-4-1

#### A. Thesis (0-1 points): 1

- The response offers a defensible position in paragraph 1: “Using powerful anecdotes, vivid personification, and stark juxtapositions, Gilliland illustrates a cooperative relationship between nature and people who respect it. She argues that there is more to nature than people might think, and she strongly defends her stance throughout the article.”

#### B. Evidence and Commentary (0-4 points): 4

- The response provides specific evidence to support all claims in its line of reasoning. For example, “She writes that ‘If I need to make my writing more lyrical, I sit with the dahlias, imagining that their vast genetic possibilities fill me when I speak with them’ (Gilliland 7)” as evidence of the claim about “the relationship between nature and people on earth today.” The response focuses on the importance of specific words and details to build an argument, such as “nursing doves back to health” and “I walk barefoot on the earth.”
- The commentary consistently and clearly explains how the evidence supports the line of reasoning, such as in paragraph 2: “This shows her points by giving us an image of Gilliland’s relationship with nature. She cultivates the flowers, and in turn, the flowers inspire and enlighten her in her work. Gilliland takes much inspiration from nature, and attributes her success to its majesty. In another story, Gilliland describes how much her family connects with nature.” Additionally, the commentary explains how multiple rhetorical choices contribute to the writer’s argument. The response explains anecdotes, personification, and juxtaposition in order to explore “there is more to nature than people might think.”

#### C. Sophistication (0-1 points): 1

- The response demonstrates sophistication of thought by explaining a purpose or function of the passage’s complexities or tensions. For example, the sophistication is seen in the response when it states in paragraph 4 “She finally connects these polar opposites in the last paragraph, describing small ways to break free from the grey of urban living and to connect to the life in nature. This juxtaposition is an exact reflection of people and nature. They are opposites. People build skyscrapers and asphalt roads. Nature builds forests and rivers.”
- It also employs a style that is consistently vivid and persuasive. For example, in paragraph 3, the response states, “Even though neither of these occurrences are literal, the image is powerful and shows the reader how versatile and autonomous nature really is. The pasture advocates for its gardening needs. Gilliland listens and in return, nature creates a beautiful field of flowers where there once was nothing, all for Gilliland to enjoy.”

### Sample Identifier: 2B

Score: 1-4-0

**A. Thesis (0-1 points): 1**

- The response offers a defensible position in paragraph 1: “But Raquel Vasquez Gilliland, a Mexican American writer, champions for a return to the outdoors and all the benefits nature provides for humans. By appealing to family and offering up almost outrageous suggestions to her audience, Gilliland emphasises the importance of reconnecting with nature.”

**B. Evidence and Commentary (0-4 points): 4**

- The response provides specific evidence to support all claims in its line of reasoning. For example, it points out, “The excerpt starts with a reference to Gilliland’s ‘grandmother and mother’, whose lessons taught her about the stories that nature has to tell” as evidence of the claim that “Gilliland urges her audience to feel nostalgia and love, as she appeals to family.” The response focuses on the importance of specific words and details to build an argument, such as, “She also explains that when she is in a creative funk she ‘walk[s] barefoot on the earth’ so that the ‘stories [can] feed the roots,’ so that she might become creatively entranced again.”
- The commentary consistently and clearly explains how the evidence supports the line of reasoning, such as in paragraph 2: “This elaborates on the earlier references to her family, extending it to other generations and times. Which also helps to further her values surrounding nature, as people connect with past generations they should also find themselves recalling time spent in nature.” Additionally, the commentary explains how multiple rhetorical choices contribute to the writer’s argument. The response explains that both “family” and seemingly “outrageous suggestions” relate to the argument: “Connecting with nature, and our own roots, helps people to improve their mental health. As well as recognising the importance of protecting the natural world.”

**C. Sophistication (0-1 points): 0**

- The response does not demonstrate sophistication of thought or a complex understanding of the rhetorical situation. It situates the argument in the context of the “post Covid-19 world” but does not demonstrate a complex understanding of the article’s rhetorical situation.

**Sample Identifier: 2C****Score: 1-3-0****A. Thesis (0-1 points): 1**

- The response offers a defensible position in paragraph 1: “In Raquel Vasquez Gilliland’s article to readers of the New York Times, she claims that great value can come from nature through her usage of the extended personification of nature and her vivid, detail-filled, exemplification, ultimately moving her readers to go outside and try out for themselves whether the earth wants to speak to them.”

**B. Evidence and Commentary (0-4 points): 3**

- The response provides specific evidence to support all claims in its line of reasoning about how “engaging with nature is beneficial.” For example, it states “Gilliland continues, saying ‘My land wanted nothing but flowers’. The land having its own wants and needs now changes it from an cold, distant entity into a flower-loving character with its own personality.” The response focuses on the importance of specific words and details to build an argument, such as “she lists the plants that grew and the plants that didn’t.”
- The commentary explains how some of the evidence supports a line of reasoning, such as in paragraph 3 when it states “If she can use nature to solve writing-related problems, then other people could use it to solve problems related to business, art, and social connections, to name a few.” Additionally, the commentary explains how at least one rhetorical choice contributes to the writer’s argument. One instance is when the response explains that the writer uses personification in order to motivate the reader.
- However, some commentary does not effectively integrate evidence into the argument. In paragraph 3, the response supports the claim, but the commentary about the “lists” provided for the evidence does not clearly connect to the claim. This is seen when it states, “While many regular people might look at her garden and think it looks pretty, when they read Gilliland’s view, her garden sounds not just pretty, but real and full of living creatures, though not really creatures, just plants with the level of intelligence and vivacity we associate with creatures.”

### **C. Sophistication (0-1 points): 0**

- The response does not demonstrate sophistication of thought or a complex understanding of the rhetorical situation. The response recognizes a difference in the writer and readers’ situations, but it does not delve into the article’s complexities or tensions.

### **Sample Identifier: 2D**

**Score: 1-2-0**

#### **A. Thesis (0-1 points): 1**

- The response offers a defensible position in paragraph 1: “Gilliland uses the rhetorical choices of metaphor and tone in her article to highlight the value of engaging with nature.”

#### **B: Evidence and Commentary (0-4 points): 2**

- The response provides relevant evidence. Some evidence is specific; for example, it states, “I walk barefoot on the earth, no matter the season, allowing storis to feed the roots of my entire body,” and “I visit my lemon and lime basil, staining my fingers with their citrus scents.” However, it also includes broad generalities, such as “Gilliland makes a brilliant comparison between the outdoors and how it benefits her writing by being in it.”
- The response provides commentary that explains how some of the evidence relates to the argument, such as, “It is through these very roots that she is fed the information she needs to finsish her story and get over her writing blocks.” However, it does not explain the connection to the claim, so a line of reasoning is not clearly established.

- Instead, the response contains some simplistic explanations that do not strengthen the argument such as “By doing this she has allowed the reader to feel the soft and gentle touch of nature.”

**C. Sophistication (0-1 points): 0**

- The response does not demonstrate sophistication of thought or a complex understanding of the rhetorical situation. It mentions her role as “a writer,” but it does not explore this role as part of the rhetorical situation.

**Sample Identifier: 2E**

**Score: 1-1-0**

**A. Thesis (0-1 points): 1**

- The response offers a defensible position in paragraph 1: “Mexican American poet Raquel Wasquez Gilliland in an opinion article titled ‘Go Outside, Sink Your Feet into the Dirt and Engage with the World’ demonstrates the value of engaging with nature to young adults through several rhetorical devices such as imagery, personification, and pathos. Gilliland develops a nostalgic tone throughout the article to further demonstrate the the value engaging with nature.”

**B. Evidence and Commentary (0-4 points): 1**

- The response provides general evidence that tends to focus on summary rather than specific details; for example, “One instance she uses this rhetorical device is in paragraph seven when she states, ‘If I am creatively blocked, I alk barefoot on the earth ,no matter the season, allowing stories to feed the roots of my entire body.’”
- When it does have more precise evidence, the commentary summarizes the evidence, such as, “From this use of personification, Gilliland demonstrates the value of engaging with nature through it helping her when she is feeling a moment of challenge in writing. Thus showing to her audience that if they take a break they too can to.” It does not explain how the evidence supports the argument.

**C. Sophistication (0-1 points): 0**

- The response refers to “young adults” and the “audience” but does not demonstrate a complex understanding of the rhetorical situation.

**Sample Identifier: 2F**

**Score: 0-1-0**

**A. Thesis (0-1 points): 0**

- The response does not offer a defensible position. The response describes choices in the passage rather than making a claim that requires a defense. For example, “In the passage the author uses a lot of tone.”

**B. Evidence and Commentary (0–4 points): 1**

- The response provides general evidence that tends to focus on summary rather than specific details; for example, it mentions “how her mother was a cool person to them.”
- The commentary summarizes the evidence, such as “She talks about taking her shoes off and feeling apart of nature,” but it does not explain how the evidence supports the argument.

**C. Sophistication (0–1 points): 0**

- The response does not demonstrate sophistication of thought or a complex understanding of the rhetorical situation.