

---

# AP<sup>®</sup> English Literature and Composition

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### **Free-Response Question 2**

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

## Question 2: Prose Fiction Analysis

6 points

The following excerpt is from Jane Urquhart’s novel *The Night Stages*, published in 2015. In this passage, an artist named Kenneth is finishing a mural for a new airline terminal using the long-established medium of egg tempera, a paint made of egg yolk, pigment, and water. He thinks about the influences on his work and how his mural may be received. Read the passage carefully. Then, in a well-written essay, analyze how Urquhart uses literary elements and techniques to convey Kenneth’s complex perspective as he completes his mural.

In your response you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use 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  |   |
|--|---|---|
| <b>Row A</b><br><b>Thesis</b><br><b>(0–1 points)</b>   | <b>0 points</b><br>For any of the following: <ul style="list-style-type: none"> <li>There is no defensible thesis.</li> <li>The intended thesis only restates the prompt.</li> <li>The intended thesis provides a summary of the issue with no apparent or coherent claim.</li> <li>There is a thesis, but it does not respond to the prompt.</li> </ul>  | <b>1 point</b><br>Responds to the prompt with a thesis that presents a defensible interpretation of the passage.  |
|  | <b>Decision Rules and Scoring Notes</b>   |   |
|  | <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Only restate the prompt.</li> <li>Make a generalized comment about the passage that doesn't respond to the prompt.</li> <li>Describe the passage or features of the passage rather than making a claim that requires a defense.</li> </ul>   | <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a defensible interpretation of Kenneth's complex perspective as he completes his mural.</li> </ul>  |
|  | <b>Examples that do not earn this point:</b><br><b>Restate the prompt</b> <ul style="list-style-type: none"> <li><i>"In this excerpt, the author shows Kenneth thinking about how complex the experience of making art can be."</i></li> </ul> <b>Do not respond to the prompt but make a generalized comment</b> <ul style="list-style-type: none"> <li><i>"Great works of art can have an amazingly powerful effect on our emotions."</i></li> </ul> <b>Describe the passage or features of the passage</b> <ul style="list-style-type: none"> <li><i>"Kenneth uses eggs to make paint for his mural, and afterwards he takes pictures to show his friends."</i></li> </ul> | <b>Examples that earn this point:</b><br><b>Provide a defensible interpretation</b> <ul style="list-style-type: none"> <li><i>"The passage shows Kenneth realizing that the experience of painting the mural is a worthwhile endeavor no matter what may happen to it afterwards."</i></li> <li><i>"Kenneth's experience of completing the mural causes him to consider the impact of artistic tradition and its continued value in the future."</i></li> <li><i>"Although Kenneth works alone, he recognizes that he does not really create alone—he is aware that his art is always influenced by other people, both those he has known personally as well as complete strangers."</i></li> </ul> |
| <b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis may be more than one sentence, provided the sentences are in close proximity.</li> <li>The thesis may be anywhere within the response.</li> <li>For a thesis to be defensible, the passage 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.</li> <li>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.</li> <li>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.</li> </ul> |   |   |

| Reporting Category  | Scoring Criteria   |   |  |   |  |
|---|--|---|--|---|--|
| <b>Row B</b><br><b>Evidence</b><br><b>AND</b><br><b>Commentary</b><br><b>(0–4 points)</b> | <b>0 points</b><br>Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.  | <b>1 point</b><br><b>EVIDENCE:</b><br>Provides evidence that is mostly general.<br><br><b>AND</b><br><b>COMMENTARY:</b><br>Summarizes the evidence but does not explain how the evidence supports the student’s argument.   | <b>2 points</b><br><b>EVIDENCE:</b><br>Provides some specific, relevant evidence.<br><br><b>AND</b><br><b>COMMENTARY:</b><br>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.   | <b>3 points</b><br><b>EVIDENCE:</b><br>Provides specific evidence to support all claims in a line of reasoning.<br><br><b>AND</b><br><b>COMMENTARY:</b><br>Explains how some of the evidence supports a line of reasoning.<br><br><b>AND</b><br>Explains how at least one literary element or technique in the passage contributes to its meaning.  | <b>4 points</b><br><b>EVIDENCE:</b><br>Provides specific evidence to support all claims in a line of reasoning.<br><br><b>AND</b><br><b>COMMENTARY:</b><br>Consistently explains how the evidence supports a line of reasoning.<br><br><b>AND</b><br>Explains how multiple literary elements or techniques in the passage contribute to its meaning.   |
|   | <b>Decision Rules and Scoring Notes</b>  |   |  |   |  |
|   | <b>Typical responses that earn 0 points:</b> <ul style="list-style-type: none"> <li>Are incoherent or do not address the prompt.</li> <li>May be just opinion with no textual references or references that are irrelevant.</li> </ul>   | <b>Typical responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Tend to focus on overarching narrative developments or description of a passage rather than specific details or techniques.</li> <li>Mention literary elements, devices, or techniques with little or no explanation.</li> </ul> | <b>Typical responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Consist of a mix of specific evidence and broad generalities.</li> <li>May contain some simplistic, inaccurate, or repetitive explanations that don’t strengthen the argument.</li> <li>May make one point well but either do not make multiple supporting claims or do not adequately support more than one claim.</li> <li>Do not explain the connections or progression between the student’s claims, so a line of reasoning is not clearly established.</li> </ul> | <b>Typical responses that earn 3 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an interpretation.</li> <li>Organize an argument as a line of reasoning composed of multiple supporting claims.</li> <li>Commentary may fail to integrate some evidence or fail to support a key claim.</li> </ul> | <b>Typical responses that earn 4 points:</b> <ul style="list-style-type: none"> <li>Uniformly offer evidence to support claims.</li> <li>Focus on the importance of specific words and details from the passage to build an interpretation.</li> <li>Organize and support an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.</li> <li>Explain how the writer’s use of multiple literary techniques contributes to the student’s interpretation of the passage.</li> </ul> |
|   | <b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</li> <li>To earn the fourth point in this row, the response may observe multiple instances of the same literary element or technique if each instance further contributes to the meaning of the passage.</li> </ul> |   |  |   |  |

| Reporting Category   | Scoring Criteria  |   |
|--|---|---|
| <b>Row C</b><br><b>Sophistication</b><br><b>(0–1 points)</b> | <b>0 points</b><br>Does not meet the criteria for one point.  | <b>1 point</b><br>Demonstrates sophistication of thought and/or develops a complex literary argument.   |
|  | <b>Decision Rules and Scoring Notes</b>   |   |
|  | <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>• 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>”).</li> <li>• 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>”).</li> <li>• Make a single statement about how an interpretation of the passage comments on something thematic without consistently maintaining that thematic interpretation.</li> <li>• Oversimplify complexities in the passage.</li> <li>• Use complicated or complex sentences or language that is ineffective because it does not enhance the student’s argument.</li> </ul> | <b>Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following:</b> <ol style="list-style-type: none"> <li>1. Identifying and exploring complexities or tensions within the passage.</li> <li>2. Illuminating the student’s interpretation by situating it within a broader context.</li> <li>3. Accounting for alternative interpretations of the passage.</li> <li>4. Employing a style that is consistently vivid and persuasive.</li> </ol> |
|  | <b>Additional Notes:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |   |

In this passage from *The Night Stages*, author Jane Urquhart uses rhetorical questions and juxtaposition in order to convey Kenneth's contradicting desire to be noticed and want for freedom of expression, all in order to show how true freedom comes from freeing yourself from the expectations of others.

At the end of the passage, Urquhart uses two rhetorical questions regarding Kenneth's audience and what they would "make of *Flight and its Allegories*?" as well as if they would even notice it, or would "simply pass by it, preoccupied by the mysteries of their individual lives?" These questions function as a way to show that despite Kenneth insisting that he doesn't care what people think of his art, he still does wonder what their opinions might be. His primary purpose of making art is to fulfill an innate drive to create, and his primary pleasure comes from simply creating. However, these rhetorical questions are used to indicate that he has not yet fully released himself from his desire for outside approval. He has come a long way from adhering to "cultural fashion," but his facade of not caring what others think is exposed by these questions. Kenneth is still thinking about what others think of him, so he is not yet truly free. He still desires to be noticed and a small part of him hopes that his "public art" is not "ignored." This goes to show that although true freedom involves removing the pressures of others' expectations from oneself, it is nearly impossible to live a life totally free of a desire for notice and appreciation. Due to this, people are always a work in progress, constantly working to fully free themselves from the desire for approval.

Throughout the passage, the author juxtaposes images of breaking eggs and creating art in order to convey that Kenneth needed to be "broken" and shaped by critics and past teachers in order to emerge as the best version of himself, free from others' expectations. The passage describes how Kenneth had to break "five thousand eggs" in order to create the masterpiece that he has today. In a way, the masterpiece mural he has created is him. Through all of the breaking and bruising of his ego by critics and teachers, Kenneth has developed a style unique to himself, and now this style will be displayed in public. Kenneth was able to paint this mural in a way contrary to what critics had told him was "correct," and has truly "broken free" from his own shell and matured into an artist. Though he still does care a little about what others think of him, this is not necessarily a weakness, but an area for growth. Kenneth is a work in progress, and the "breaking" of him leads to a contrasting image of his masterpiece being created, both on the canvas and in himself.

In this passage, Urquhart uses rhetorical questions and juxtaposing images of brokenness and masterpieces in order to show how Kenneth has grown through his experiences on the journey to free himself from the binds of others' expectations, but that he is still on this journey, all to show that our best selves come from when we are able to care less about what others think, but that the work to get to this point is continuous and never quite complete.

In Jane Urquhart's novel *The Night Stages*, Urquhart uses diction as well as metaphors to convey Kenneth's affection for his work despite knowing it may be rejected by society as he completes his mural.

Urquhart's description of how Kenneth "smiled as the apple became spherical" despite being told by a critic to "keep things" "two-dimensional" portrays Kenneth as knowing his work may contradict societal opinions yet still remaining optimistic. Urquhart's specific word choice of Kenneth as "smil[ing]" while disregarding the critic depicts Kenneth as in peace with his art through the connotation of smiles as bringing feelings of happiness and comfort. Being in peace with his art even though there is opposition against it conveys Kenneth as affectionate of his work despite understanding society's potential rejection of it.

Additionally, Kenneth's love for his work despite potential opposition to it is further highlighted through Urquhart's use of a metaphor illustrating the large amount of people viewing Kenneth's art. Urquhart's description of Kenneth as still having "pleasure" while creating his art despite the "rivers" of passengers "pouring" and "flowing" by his art that may simply "ignore" it illustrates Kenneth as understanding people could disregard his art yet as still affectionate for his work. The metaphor of the passengers as "rivers" that are "pouring" and "flowing" emphasizes the large size of the number of people viewing and judging Kenneth's art, which highlights that society may simply "ignore" and disregard it. Urquhart's emphasis on the large amount of people potentially disregarding Kenneth's art through his use of metaphor combined with his description of Kenneth as still finding "pleasure" in the creation of it depicts Kenneth as affectionate for his work despite society's potential opposition of it.

The literary elements present convey Kenneth's complex perspective as he continues his mural. One literary element that conveys this perspective is imagery by showing the intricate details of Kenneth's work through his own eyes; another literary element that helps convey the complexities of this perspective is personification by presenting the mural as its own being with its own experiences.

The imagery present conveys Kenneth's complex perspective about his mural by depicting said mural through his eyes. In the passage in the first paragraph, there is a detailed description of his paints and the process of the mural itself, it coming to life in the eyes of the artist. The imagery present gives a look into the view of Kenneth and provides some perspective into the thought process behind the mural. This consistent imagery continues into paragraph 4 with the details of the daily life the mural would experience. Kenneth's thought process brings the narrative into an imagined future that the mural would experience and the details that would be present, how his mural could be received. This use of imagery conveys a different meaning behind it, though the use of it in paragraph 1 gave insight into Kenneth's past regarding the mural - the history behind his style and medium, the use of imagery in paragraph 4 gives insight into the future of the mural after its completion and how it would be received as a piece of public art.

The personification within the excerpt conveys Kenneth's view of the mural as its own being with its own experiences. This is obvious in paragraph 3 of the excerpt when Kenneth is taking photos of the mural for a friend; during this process, Kenneth describes the mural living on its own in front of an audience. This description shows Kenneth's perspective regarding the mural and how he believes his art has a life of its own after it has been created. This personification can be explained by Kenneth's painting style; in paragraph 1 it depicts Kenneth not stopping painting until he could imagine the weight of the apple in his hand, it is also described in this paragraph about how he was critiqued on his work and encourages to keep it two dimensional. The fact that he resented this critic and continued to paint until he could see his painting come to life explains his perspective of viewing his mural of having its own life and experiences separate to him.

## Question 2

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

For Question 2, the Prose Fiction Analysis question, students were asked to read an excerpt from Jane Urquhart’s novel *The Night Stages* and respond to the following prompt:

The following excerpt is from Jane Urquhart’s novel *The Night Stages*, published in 2015. In this passage, an artist named Kenneth is finishing a mural for a new airline terminal using the long-established medium of egg tempera, a paint made of egg yolk, pigment, and water. He thinks about the influences on his work and how his mural may be received. Read the passage carefully. Then, in a well-written essay, analyze how Urquhart uses literary elements and techniques to convey Kenneth’s complex perspective as he completes his mural.

In a timed-writing situation and with an unfamiliar text, students were expected to complete three main tasks successfully:

**Reading** the prose passage means reading closely for both literary techniques and meaning, which can be an additional challenge for some students given the relative length and richness of the prose passage. Students were expected to view the text specifically as a prose passage, recognizing conventions particular to the genre, and then analyze how those techniques are used to shape the passage and its meaning. Students should read each prompt closely and pay attention to any background information offered. In this instance, the prompt includes details about Kenneth’s task as a painter (he’s “finishing a mural for a new airline terminal”) and information on “the long-established medium of egg tempura” (without this knowledge, students risk confusion in the passage itself, when Kenneth is cracking eggs and mixing the yolk with pigments; the background information also cues readers into the importance of the artistic process for Kenneth). In *The Night Stages* passage, readers looking for “Kenneth’s complex perspective as he completes his mural” might notice the importance of the setting—an airport terminal and public space, where Kenneth ponders the fact that people might ignore his art. Readers might also notice the visual qualities of Kenneth’s mural, that it was “immense,” had required thousands of eggs, and that it depicts an unusual image of “a child juggler” (which is open for more savvy readers to interpret). More advanced readers will notice the discussion of influences on Kenneth, such as a critic “telling him to keep things on the picture plane flat, two-dimensional” (advice that Kenneth ignores); Harding, a teacher who, according to the footnote, “cautioned Kenneth against appropriating the ideas, styles, and techniques of other artists”; as well as people he has encountered while traveling through Europe (also clarified through a footnote). *The Night Stages* passage is rich, offering readers much to consider in terms of “Kenneth’s complex perspective as he completes his mural.”

**Analyzing** the prose passage means taking the relevant parts that students identified in their reading and thinking about how the parts function collectively to create the meaning of the prose passage as a whole. In *The Night Stages*, students needed to consider how the parts convey “Kenneth’s complex perspective as he completes his mural.” The word “complex” is again central to the prompt, reminding students to look for and explore the shifting, contradictory, or paradoxical aspects of the prose passage. Most readers will recognize the “facts” of the passage, the physical details of Kenneth’s mural itself (“the thirty-six four-by-six foot panels that would join together, like a huge puzzle, to form the

**Question 2 (continued)**

immense mural”); the content of the mural (possibly noting that the final apple he paints “became spherical under his brush,” going against the advice of “the critic” who taught artists to stay two-dimensional); the details of painting with egg tempura, introduced in the prompt and described in more detail in the first and second paragraphs; and the setting, first on a scaffolding, as Kenneth finishes the mural, and then on the ground, where he reflects on the “noise, the workmen’s power tools and, in the odd moments when those were silent, the roar of planes arriving and departing.” More advanced readers will recognize that the word “complex” is central to the prompt and look for and explore the shifting, contradictory, or paradoxical aspects of the passage. These students might notice how Kenneth’s “immense” mural eventually looks “incredibly small” to him as he takes photographs for a friend, suggesting how Kenneth’s perception changes as he transitions from the process of creating art to looking at the product itself. They might also think about what Kenneth values in art (for instance, how art should be taught, the social role of art, the role of the audience in art, and the importance of the artistic process).

**Writing** a well-written response to a prose passage again means that students demonstrate the ability to establish an overall thesis and build the argument through evidence and commentary, ideally constructing a line of reasoning that shows the complexity of their understanding. In *The Night Stages*, students could create a line of reasoning that more-or-less follows the structure of the passage, beginning with Kenneth’s mural, then viewing the mural through the lenses of the people who have influenced his art (comparing/contrasting), and concluding with how Kenneth sees the mural existing after he leaves it, on its own, at the new airline terminal building. Students could also elevate the sophistication of that line of reasoning by situating their argument about Kenneth’s perspective in a broader context, such as how art should be taught, the social role of art, the role of the audience in art, or the importance of the artistic process. A challenge of any prose passage lies in the amount of evidence that students must account for and analyze, a challenge certainly present in *The Night Stages*, given the ample details of Kenneth’s mural, artistic process, artistic influences, and reflective thinking at the end of the passage (in addition to needing to attend to important background information in both the prompt and the footnotes). The more successful responses discuss the passage more completely, with the exploration accounting for details across the full passage. It should again be noted that students are not expected to write a polished, revised essay in the allotted time but rather to engage in a process of thinking as they explore the passage and draft their response.

**Sample: 2A****Score: 1-4-1****Row A: Thesis (0–1 points): 1**

This essay responds to the prompt with a thesis that comprises the first paragraph of the response: “In this passage from *The Night Stages*, author Jane Urquhart uses rhetorical questions and juxtaposition in order to convey Kenneth’s contradicting desire to be noticed and want for freedom of expression, all in order to show how true freedom comes from freeing yourself from the expectations of others.” The thesis presents a defensible interpretation of the passage and, therefore, earned 1 point in Row A.

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

The response develops a line of reasoning that focuses on the dichotomy between Kenneth’s desire for attention and his pursuit of artistic expression. The essay examines how Urquhart’s use of rhetorical questions and juxtaposition contribute to the student’s interpretation of the passage. In paragraph 2,

**Question 2 (continued)**

the essay presents the two rhetorical questions that appear at the end of the passage as evidence and follows them with the commentary, “These questions function as a way to show that despite Kenneth insisting that he doesn’t care what people think of his art, he still does wonder what thier opinions might be” and “these rhetorical questions are used indicate that he has not yet full released himself from his desire for outside approval.” The essay also notes the importance of the words ““public art”” and ““ignored,”” by explaining in the commentary that “This goes to show that although true freedom involves removing the pressures of others expectations from oneself, it is nearly impossible to live a life totally free of a desire for notice and appreciation.” Paragraph 3 closely examines how Urquhart “juxtaposes images of breaking eggs and creating art in order to convey that Kenneth needed to be ‘broken’ and shaped by critics and past teachers in order to emerge as the best version of himself, free from others expectations.” The commentary throughout the paragraph consistently connects the evidence (“Kenneth had to break ‘five thousand eggs’”) to the line of reasoning: “Through all of the breaking and bruising of his ego by critics and teachers, Kenneth has developed a style unique to himself, and now this style will be displayed in public.” The essay organizes and supports its line of reasoning composed of multiple supporting claims, each with specific evidence that is clearly explained. This response earned 4 points in Row B.

**Row C: Sophistication (0–1 points): 1**

The essay demonstrates sophistication of thought through its thorough exploration of the tension between Kenneth’s desire for artistic freedom and his desire for the approval of others. This tension is explored throughout the essay but exemplified in the observation, “Kenneth has grown through his experiences on the journey to free himself from the binds of others’ expectations, but that he is still on this journey, all to show that our best selves come from when we are able to care less about what others think” (paragraph 4). The response earned the sophistication point in Row C.

**Sample: 2B****Score: 1-3-0****Row A: Thesis (0–1 points): 1**

This essay provides a defensible interpretation of Kenneth’s complex perspective as he completes his mural. The thesis, “In Jane Urquhart’s novel *The Night Stages*, Urquhart uses diction as well as metaphors to convey Kenneth’s affection for his work despite knowing it may be rejected by society as he completes his mural,” appears as the first paragraph of the essay.

**Row B: Evidence and Commentary (0–4 points): 3**

The essay focuses on how two literary elements in the passage contribute to the meaning of the passage, in particular the line of reasoning that focuses on Kenneth’s affection for art despite the risk of its potential rejection. In paragraph 2, the essay considers specific examples of word choice in the passage: “Urquhart’s description of how Kenneth ‘smiled as the apple became spherical’ despite being told by a critic to ‘keep things’ ‘two-dimensional’ portrays Kenneth as knowing his work may contradict societal opinions yet still remaining optimistic.” Later in the same paragraph, the essay looks at the significance of Kenneth’s use of the word ““smil[ing]’ while disregarding the critic” and follows with the commentary, “Being in peace with his art even though there is opposition against it conveys Kenneth as affectionate of his work despite understanding society’s potential rejection of it.” In paragraph 3, the response considers the role of metaphors in contributing to the meaning of the passage. The evidence focuses on the ““rivers’ of passengers ‘pouring’ and ‘flowing’ by his art.” The

**Question 2 (continued)**

commentary that follows explains how that evidence supports the line of reasoning, where the response states that Urquhart’s use of metaphor “emphasizes the large size of the number of people viewing and judging Kenneth’s art, which highlights that society may simply ‘ignore’ and disregard it.” While the evidence and commentary in paragraph 3 focus on potential judgment by passersby of his mural, it does not, however, fully integrate evidence of Kenneth’s “still finding ‘pleasure’ in the creation” of his mural to support the claim that he is “affectionate for his work despite society’s potential opposition to it.” The response, therefore, earned 3 points in Row B.

**Row C: Sophistication (0–1 points): 0**

Because the response does not demonstrate sophistication of thought or develop a complex literary argument, it did not earn the sophistication point in Row C.

**Sample: 2C****Score: 1-2-0****Row A: Thesis (0–1 points): 1**

The essay presents its thesis in the introductory paragraph: “One literary element that conveys this perspective is imagery by showing the intricate details of Kenneth’s work through his own eyes; another literary element that helps convey the complexities of this perspective is personification by presenting the mural as its own being with its own experiences.” Because the thesis presents a defensible interpretation, the response earned 1 point in Row A.

**Row B: Evidence and Commentary (0–4 points): 2**

The evidence in the essay consists of a mix of specific evidence and broad overviews. For example, in paragraph 2, the essay cites, “there is a detailed description of his paints and the process of the mural itself, it coming to life in the eyes of the artist.” The commentary that follows the evidence is vague as well: “The imagery present gives a look into the view of Kenneth and provides some perspective into the thought process behind the mural.” The last sentence of the paragraph attempts to distinguish two different types of imagery within the passage (“This use of imagery conveys a different meaning behind it, though the use of it in paragraph 1 gave insight into Kenneth’s past regarding the mural - the history behind his style and medium, the use of imagery in paragraph 4 gives insight into the future of the mural after its completion and how it would be received as a piece of public art”), but the evidence and commentary do not explain the connections or progression between the student’s claims. No line of reasoning is established. Paragraph 3 begins with the claim that “The personification within the excerpt conveys Kenneth’s view of the mural as its own being with its own experiences,” but no example of personification is provided. The essay does consider the significance of “Kenneth not stopping painting until he could imagine the weight of the apple in his hand,” and the criticism he had received about keeping his work “two dimensional.” The commentary that follows, “The fact that he resented this critic and continued to paint until he could see his painting come to life explains his perspective of viewing his mural of having its own life and experiences separate to him,” does not, however, explain the evidence’s connection to the response’s claims. Instead, the response contains repetitive explanations about Kenneth’s mural “having its own life and experiences separate to him” that weaken the argument. The essay earned 2 points in Row B.

## Question 2 (continued)

### Row C: Sophistication (0–1 points): 0

The essay does not demonstrate sophistication of thought or develop a complex literary argument; therefore, it did not earn the point in Row C.