The essay’s score should reflect the essay’s quality as a whole. Remember that students had only 40 minutes to read and write; the essay, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the essay as a draft, making certain to reward students for what they do well.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of an essay’s overall quality. In no case should you give a score higher than a 2 to an essay with errors in grammar and mechanics that persistently interfere with your understanding of meaning.

9 – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 – Effective

Essays earning a score of 8 effectively analyze* the rhetorical strategies that Thatcher uses to convey her message. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 – Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 – Adequate

Essays earning a score of 6 adequately analyze the rhetorical strategies that Thatcher uses to convey her message. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 – Essays earning a score of 5 analyze the rhetorical strategies that Thatcher uses to convey her message. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student’s ideas.

4 – Inadequate

Essays earning a score of 4 inadequately analyze the rhetorical strategies that Thatcher uses to convey her message. These essays may misunderstand the passage, misrepresent the strategies Thatcher uses, or analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the student’s ideas but may be inconsistent in controlling the elements of effective writing.
Question 2 (continued)

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies that Thatcher uses to convey her message. They are less perceptive in their understanding of the passage or Thatcher’s strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in their control of writing.

2 – Little Success

Essays earning a score of 2 demonstrate little success in analyzing the rhetorical strategies that Thatcher uses to convey her message. The student may misunderstand the prompt, misread the passage, fail to analyze the strategies Thatcher uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis means explaining the rhetorical choices an author makes in an attempt to achieve a particular effect or purpose.
The Cold War can be thought of as one of these most intense times in American History. Tensions were high and people even turned on family in an attempt to subdue communism. In Margaret Thatcher’s eulogy about Ronald Reagan, she elucidates Reagan’s astounding ability to unite a previously divided nation. Reagan’s leadership, according to Margaret, inevitably was the key that got the globe out of the Cold War, in which he defied many daughters whose he defied many in his prays to do so.

It is noted that, in the time period that Margaret references, America was in great turmoil with WMD’s lined up to destroy the world on both sides of the fight. Thatcher establishes incredible fiction in her piece to illustrate how Reagan’s personality had a large part to do with decreasing the “Red Scare” tension that was ravaging the country, pursing with “lightness of spirit.” Reagan had the ability to embody another great cause that to give off the perception that the leader of this free nation wasn’t afraid to take on the challenge of defeating the “heart of the evil empire.” Thatcher’s fiction establishes that Reagan was always optimistic and happy, confident of his ability to
Q2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

She demonstrates causality by saying, "When she says "policies on won converts from every class and every nation," to illustrate how Reagan's leadership is what helped unite other countries against the horrifying acts of communism. However, there were many people that doubted Ronald. Even before his presidency, there were people that thought he wouldn't be capable of leading a nation in a time of crisis. For the purpose of deconstructing those beliefs, Thatcher juxtaposes thinking and prediction with what actually happened. Others prophesied the decline of the West, the inspired America and its allies with renewed faith in mission to freedom." Shows two contrasting ideas in an attempt to show how Reagan was much more effective than people thought he would be. Margaret Thatcher probably says this because she is a very close ally with the United States and wants to maintain this relationship given the fact that the United States is a new world power. By showing how great of a leader Reagan was, she showed that the Great Britain alliance could be effective.
The prime minister shifts to establish her ethos later in the piece by when she says "I worked closely with Reagan for eight years" to illustrate that she must've gotten to know much her vocal and different parts of his personality. She does this in order to validate her claims made earlier about Reagan's optimism to show that she justified for making those claims. When she says "we talked regularly before and after his presidency" to elucidate the fact that they must've had a better relationship than most, other more reestablishing her purpose for creating a stronger alliance between the two nations. She attempts to twist perception in her favor by constantly referencing time Soviet Union as the "evil empire" to show similarities in thinking between the Americans and British in terms of defying the Communist Russia. She continues to describe how "Reagan's decisive action" and "his principles" were key in order to "defeat Soviet Russia." Thatcher's analysis is a "They could look confidently to Washington for firm leadership" and "his resolve was unyielding" is a
In contrast, what is essential to understand the piece:

Margaret Thatcher attempts to land Reagan in his ability to lead a country by comparing conflict notions of the two perceptions of Reagan. While her ideology may have seemed sincere, she may have been looking to maintain an alliance with America by praising a person who was a great part of the USA.
Margaret Thatcher, a close worker of Ronald Reagan, wrote a powerful, respectful, and emotional eulogy that described the passion and work ethic that was displayed by the great president. She lists descriptive examples of accomplishments that he achieved, she uses figurative language to make light of the difficult tasks that he faced without making their value disappear, and also, repetition and short sentences. She uses a plentiful amount of details in this eulogy which enables her to express the honor for his vigorous actions and decisions. She describes the compassion and emotion he has in order to express the ways in which he made him a great president.

In the first sentence of the eulogy she repeats the word "Great." Thatcher does this in order to emphasize the extent of how truly great he was. By repeating this simple word, she lists all of the ways he was and also the amount of which she.
respects him. She continues on by quickly and efficiently listing the major key examples of accomplishments he achieved. She does not give descriptions of these yet in her eulogy as she only lists the broad achievements. By listing these pressures that he mended and resolved, it enables the reader to imagine the difficulties and time put in to them that Ronald Reagan sacrificed. It allows the reader to grasp at the extent of his accomplishments throughout 8 years of presidency. She further discusses his personal traits, for example, his humor, in order to provide a description of himself. This description of him enables the reader to get a personal glance at what Ronald Reagan was like. It shows that even through all of the difficulties of the world that he dealt with, he continued to provide a light-hearted spirit. This example shows qualities of a great leader who composes himself during turmoil.
Margaret Thatcher shows the reader a personal side of the rivalry when she calls him, "Ronnie." This simple nickname allows the reader to see the close relationship that they had. By using this, it shows the depth of their conversations and how well she knew him. It signifies how accurate the information she expresses is and also allows the reader to trust her. Her use of a personal quote by him connects the audience to the piece. The context of the quote shows how hard of a fighter that Reagan was and the compassion that he had during his life-time. She also uses figurative language as she states, "[He invited] enemies out of their fortress and [turned] them into friends." This language specifies how far away his enemies were from his opinions and how much they differed in opinions yet he was still capable of engaging with them and resolving conflict. He solved problems efficiently and this figurative language.
Write in the box the number of the question you are answering on this page as it is designated in the exam:

proves safely this. This recognition of his talents as presidents shows the honor that she holds for him. Thatcher also uses short sentences in order to describe the actions that he made. This enables her to list many and show the significance of each. Each short sentence that she provides in this eulogy is appreciation towards Ronald Reagan and the respect that she has towards each of the actions he performed.

Margaret Thatcher uses a myriad of tactics in order to show the honor and appreciation that she holds for Ronald Reagan. She uses repetition to recognize the qualities of a great president and to emphasize what she describes. She uses his nickname in order to show the personal connection with the reader and also to provide an informal tone to the piece. Her descriptive examples also describe and express the pressure that he faced and the accomplishments
Write in the box the number of the question you are answering on this page as it is designated in the exam.

What he achieved.

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Throughout this essay Margaret Thatcher uses many rhetorical strategies to convey her message. By using "we", by repetition in words, by using pathos to show her emotion, and using logos to show her credibility on this topic. First Margaret Thatcher uses pathos right at the beginning of her essay on lines one and two. By doing this she is showing her strong emotion for Ronald Reagan. Next she uses repetition of words at the beginning of phrases from lines 36-35. She does this to show the emotion of all the people, as well as understand each one's opinion. Throughout the essay, Thatcher uses "we", she does this to get people to think about what she is truly saying and ask yourself "Do we really live in a world like this?" Lastly, she uses logos all throughout the essay which makes her a credible source by putting facts in there about what he believed in and what he had done for America. All of these rhetorical strategies help convey her message by showing her logic on the topic, by showing her emotion, and by getting the reader to ask himself: herself questions.