

## Question 4: Argument Essay

Develop an argument that explains which of the three models of representative democracy—participatory, pluralist, or elite—best achieves the founders’ intent for American democracy in terms of ensuring a stable government run by the people.

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

- Brutus 1
- Federalist No. 10
- U.S. Constitution

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 or rebuttal.

## Scoring Guideline for Question 4: Argument Essay

6 points

| Reporting Category   | Scoring Criteria   |   |
|--|--|---|
| <p><b>Row A</b></p> <p><b>Claim/Thesis (0-1 points)</b></p>  | <p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>  | <p><b>1 point</b></p> <p>Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.</p> |
| <p><b>5.A</b></p>  | <p><b>Decision Rules and Scoring Notes</b></p>   |   |
| <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>▪ The intended claim or thesis only restates the prompt.</li> <li>▪ The intended claim or thesis does not make a claim that responds to the prompt.</li> </ul>   | <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>▪ The claim or thesis responds to the prompt rather than restating or rephrasing the prompt and establishes a line of reasoning.</li> </ul>   |   |
| <p><b>Examples that do not earn this point:</b></p> <p><b>Restates the prompt</b></p> <ul style="list-style-type: none"> <li>▪ <i>“Three models of representative democracy—participatory, pluralist, and elite - are all ways of achieving a stable government”</i></li> </ul> <p><b>Does not respond to the prompt</b></p> <ul style="list-style-type: none"> <li>▪ <i>“The founders’ intent for American democracy was to ensure a stable government as shown in the Constitution.</i></li> </ul> | <p><b>Examples that earn this point:</b></p> <ul style="list-style-type: none"> <li>▪ <i>“It is clear that the main intent of the founders best aligns with the model of elite representative democracy. The rules crafted for appointment of Congress members and the president demonstrate an elitist model of democracy for the nation”</i></li> <li>▪ <i>“The founders wanted the people to play a main role in the government and that is why the participatory model of representative democracy best describes the American political system”</i></li> <li>▪ <i>“The model that best describes the American political system is the pluralist theory of representative democracy where groups compete to make society better.”</i></li> </ul> |   |
| <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>▪ The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</li> <li>▪ 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.</li> </ul>  |  |   |

| Reporting Category   | Scoring Criteria   |   |   |   |
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| <p><b>Row B</b></p> <p><b>Evidence (0-3 points)</b></p> <p><b>5.B</b></p>  | <p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>  | <p><b>1 point</b></p> <p>Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.</p>   | <p><b>2 points</b></p> <p>Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u>.</p> <p><b>OR</b></p> <p>Provides two pieces of evidence that are <u>relevant to the topic</u> of the prompt.</p>   | <p><b>3 points</b></p> <p>Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u>.</p> |
| <b>Decision Rules and Scoring Notes</b>  |  |   |   |   |
| <p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Do not provide any accurate evidence</li> <li>Provide evidence that is not relevant to the topic</li> </ul>  | <p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must provide one piece of evidence relevant to the topic of the prompt</li> </ul> <p>This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, <b>or</b> from knowledge of course concepts.</p>   | <p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Must provide one piece of specific and relevant evidence that supports the claim or thesis.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Must provide two pieces of evidence relevant to the topic of the prompt.</li> <li>This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.</li> </ul> | <p><b>Responses that earn 3 points:</b></p> <ul style="list-style-type: none"> <li>Must provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence <b>must</b> 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.</li> </ul> |   |
| <p><b>Examples that do not earn points:</b></p> <p><b>Not specific</b></p> <ul style="list-style-type: none"> <li>"The Federalist 10 defended the Constitution."</li> </ul> <p><b>Not relevant to course concepts in the prompt</b></p> <ul style="list-style-type: none"> <li>"The Constitution gives Congress the power to tax."</li> </ul>  | <p><b>Examples of evidence that are relevant to the topic of the prompt:</b></p> <ul style="list-style-type: none"> <li>"The Constitution states the terms of offices and after those holding office must enter reelection"</li> <li>"Brutus I wanted the people to have the power warning that the Constitution would create a federal government that would possess absolute and uncontrollable power"</li> </ul> <p><b>Examples of acceptable specific and relevant evidence that support the argument (1 example is one piece of evidence):</b></p> <ul style="list-style-type: none"> <li>"The elitist model intentions of the founders are further seen in the Electoral College system. In this system, the people are allowed the initial vote for president, or the 'popular vote,' which determines the composition of the electorate"</li> <li>"The Constitution includes a Bill of Rights which includes the rights/liberties of the people. This gives people an incentive to be part of the governing process"</li> <li>"The Constitution also includes several amendments that give the people more of a say in government. For example, the 17th Amendment gives the people the power to vote for their senators allowing them to participate more in the government"</li> <li>"Federalist 10 shows that the founders wanted a pluralist democracy.</li> </ul> |   |   |   |
| <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn one or two points in Row B, the response does not need to have earned the point for claim/thesis in Row A.</li> <li>To earn three points in Row B, the response must have a defensible claim/thesis (earned the point in Row A)</li> <li>To earn three points in Row B, the response must use one of the foundational documents listed in the prompt</li> </ul> |  |   |   |   |

| Reporting Category  | Scoring Criteria   |  |
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| <b>Row C</b><br><b>Reasoning (0-1 points)</b><br><b>5.C</b>   | <b>0 points</b><br>Does not meet the criteria for one point. | <b>1 point</b><br>Uses reasoning (classification, process, causation or comparison) to explain how or why the evidence supports an argument relevant to the prompt.  |
| <b>Decision Rules and Scoring Notes</b>   |  |  |
| <b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>▪ Include evidence but offer no reasoning to connect the evidence to an argument</li> <li>▪ Restate the prompt without explaining how the evidence supports an argument</li> </ul>   |  | <b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>▪ Must explain the relationship between the evidence provided and an argument</li> </ul>   |
|   |  | <b>Examples of reasoning that explain how evidence supports the claim or thesis:</b> <ul style="list-style-type: none"> <li>▪ <i>"However the actual vote for president is left to a small number of individuals (electors) who cast the final ballots rather than just using the popular vote, mirroring the philosophies of the elite model"</i></li> <li>▪ <i>"All of these amendments to the Constitution allowed the people to participate more in government demonstrating that the founders wanted the public to be involved in their government"</i></li> <li>▪ <i>"This is a prime example of how pluralism is the best representation of American democracy because there are factions like political parties in the government, but they allow everyone's voice to be heard"</i></li> </ul> |
| <b>Additional Notes:</b> <ul style="list-style-type: none"> <li>▪ To earn this point, the response must have provided at least one piece of specific and relevant evidence.</li> <li>▪ The explanation of the relationship between one piece of evidence and a well reasoned argument relevant to the prompt is sufficient to earn this point.</li> </ul> |  |  |

| Reporting Category  | Scoring Criteria  |   |
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| <p><b>Row D</b></p> <p><b>Responds to Alternate Perspectives (0-1 points)</b></p> <p><b>5.D</b></p> | <p><b>0 points</b></p> <p>Does not meet the criteria for one point.</p>   | <p><b>1 point</b></p> <p>Responds to an opposing or alternate perspective using refutation or rebuttal</p>  |
|   | <p><b>Decision Rules and Scoring Notes</b></p>  |   |
|   | <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>▪ Restate the opposite of the claim or thesis</li> <li>▪ May identify or describe an alternate perspective but do not rebut or refute that perspective</li> <li>▪ Rebut or refute a foundational document rather than an alternate perspective</li> </ul>   | <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>▪ Must describe an alternate perspective AND rebut or refute that perspective</li> </ul>   |
|   | <p><b>Examples of responses that do not earn the point:</b></p> <p><b>Restates the opposite of the claim or thesis</b></p> <ul style="list-style-type: none"> <li>▪ <i>“Those who argue that the founders wanted an elite mode of democracy are incorrect because it is clear they wanted a participatory system”</i></li> </ul> <p><b>Describes an alternate perspective but does not refute or rebut that perspective</b></p> <ul style="list-style-type: none"> <li>▪ <i>“Although it is obvious that the elite model of democracy is what the founders intended, some argue that the founders actually wanted a participatory system of democracy in order to give the people authority over the government”</i></li> </ul> | <p><b>Examples of acceptable responses to an alternate perspective may include:</b></p> <ul style="list-style-type: none"> <li>▪ <i>“Advocates of the participatory theory may argue that citizens have the power to participate by voting in elections in the United States. However, the founders designed a government which allowed for representation of the people, while leaving the more complex and important decisions to a well-educated few, as demonstrated by the systems of elections for both senators and the president”</i></li> <li>▪ <i>“A counter argument is that the elite model is the best. This is supported by the United States Constitution, which gives the most power to property holding, wealthy, white males. This does not best reflect the founders’ intent because the founders wanted the people, the citizens, in the United States to be in control. This is not possible with the elitist theory because only the wealthy have any say in the government under the elitist model, not all citizens”</i></li> </ul> |
|   | <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>▪ To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>▪ Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point.</li> </ul>  |   |