**KSA3 Assessment**

Theoretical Interpretative Response / Response Paragraph

1. **Establish a theoretical claim as the opening *Idea.***

Identify the above-the-waterline sign; indicate a highly specific below-the-waterline signal; point to reason(s) why that particular message matters in our present moment; announce why it carries import in its unique cultural and historical circumstances . . .

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1. **Provide hard, specific evidence as *Illustration.***

Provide solid pieces of evidence in support of the idea; offer concrete, relevant examples that confirm the link between the visible, above-the-waterline sign and the invisible, below-the-water concept/motivator/theme. . .

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1. **Develop persuasive, insightful *Interpretation.***

Unpack the meaning of the sign in light of the evidentiary support; create a full-blown case for the theoretical assertion in the idea; articulate the complex argument that confirms the persuasiveness of the claim. . .

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4. **Include strong verbs, primarily in the active voice sentence structure, and strong nouns with high levels of specificity.**

Minimize weak verbs such as “is,” “show,” “was,” “get,” “have,” “put,” “make,” and so on; select precise verbs and nouns that persuade your reader that you care about language; steer clear of sweeping generalities and absolutes (such as “All people believe” and so on); be stylish . . .

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5.  **Adopt proper grammatical usage/mechanics of standard written English.**

Seek clarity of expression; prove that you care about the presentation of your work; adopt a college-level attitude about standard English usage in formal writing for a university grade . . .

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