

Name:

Date Submitted:

Synthesis Rubric

Formatted by Latisha Brooks

SCORING DOMAIN - THESIS

| 1 point | 0 points |
|---|--|
| <p>Responds to the prompt with a defensible thesis that may establish a line of reasoning.</p> <p><input type="checkbox"/> Responds to the prompt rather than restating or rephrasing the prompt.</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Clearly takes a position rather than just stating there are pros/cons.</p> | <p>For any of the following:</p> <p><input type="checkbox"/> There is no defensible thesis.</p> <p><input type="checkbox"/> There is a thesis, but it does not respond to the prompt.</p> <p><input type="checkbox"/> The intended thesis only restates the prompt.</p> <p><input type="checkbox"/> The intended thesis is vague, must be inferred, does not take a position, equivocates or summarizes other's arguments but no the student's (e.g., some people say it's good, some people say it's bad)</p> <p><input type="checkbox"/> The intended thesis simply states an obvious fact rather than making a claim that requires a defense.</p> |
| <p>** The thesis may appear anywhere within the essay. 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.</p> | |

SCORING DOMAIN – EVIDENCE AND COMMENTARY

| 4 points | 3 points | 2 points | 1 point | 0 points |
|---|---|--|---|---|
| Score points 3 and 4 MUST HAVE A THESIS! | | | | |
| <p><input type="checkbox"/> Provides evidence from or references at least THREE of the provided sources. Evidence provided must be relevant to the thesis.</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Provides well-developed commentary that consistently and explicitly explains the relationship between evidence and the thesis.</p> <p><i>Engages specific details from sources to draw conclusions; integrates evidence from sources throughout to support reasoning.</i></p> | <p><input type="checkbox"/> Provides evidence from or references at least THREE of the provided sources. Evidence provided must be relevant to the thesis.</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, and incomplete</p> <p><i>Occasional lapses in description or summary rather than explanation; time when link between evidence and thesis may be strained.</i></p> | <p><input type="checkbox"/> Provides evidence from or references at least THREE of the provided sources. Evidence provided must be relevant to the subject of the prompt.</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.</p> <p><i>Commentary that frequently misunderstands, misrepresents, or overgeneralizes complex ideas; summarizes conflicting positions from sources, but fails to compare, contrast, or reach a conclusion.</i></p> | <p><input type="checkbox"/> Provides evidence from or references at least TWO of the provided sources. Evidence provided must be relevant to the subject of the prompt.</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Provides little or no commentary.</p> <p><i>Only uses TWO of the provided sources</i></p> | <p><input type="checkbox"/> Simply restates thesis (if present).</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Fewer than TWO of the provided sources are referenced.</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Provides examples that are generally irrelevant and/or incoherent.</p> <p><i>Response is incoherent and does not address the prompt; may offer just opinion from a single source; does not reference information from any of the provided sources.</i></p> |
| <p>** Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row.</p> | | | | |

SCORING DOMAIN - SOPHISTICATION

| 1 point | 0 points |
|---|--|
| <p>Demonstrates sophistication of thought and/or complex understanding of the rhetorical situation.</p> <p><input type="checkbox"/> Crafts a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.</p> <p><input type="checkbox"/> Explains the significance or relevance of the text's purpose within a broader context.</p> <p><input type="checkbox"/> Contains an engaging concession, rebuttal, and/or refutation of other arguments relating to the thesis.</p> <p><input type="checkbox"/> Recognizes and accounts for contradictions or complexities within the text.</p> <p><input type="checkbox"/> Makes effective rhetorical choices that strengthen the force and impact of the student's argument</p> <p><input type="checkbox"/> Utilizes a prose style that is especially vivid, persuasive, convincing, or appropriate to the student's argument</p> | <p>Does not meet the criteria for 1 point.</p> <p><input type="checkbox"/> Attempts to contextualize the text, but such attempts consist of predominantly sweeping generalizations.</p> <p><input type="checkbox"/> Only hints or suggests other arguments.</p> <p><input type="checkbox"/> Examines individual rhetorical choices but do not examine the relationships among different choices throughout the text.</p> <p><input type="checkbox"/> Oversimplifies complexities in the text.</p> <p><input type="checkbox"/> Uses complicated or complex sentences or language that are ineffective in that they do not enhance their analysis.</p> |

**** The point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference.**

SCORE AND CONVERSION

| Exemplary | | Proficient | Satisfactory | Emerging | | Unsatisfactory |
|----------------|---------------|---------------|---------------|---------------|--------------|----------------|
| 6 points = 100 | 5 points = 90 | 4 points = 80 | 3 points = 70 | 2 points = 60 | 1 point = 50 | 0 points = 0 |