

Scoring Rubric for Question 1: Synthesis Essay (6 points)

| Reporting Category | Scoring Criteria | | | | |
|--|---|--|---|---|--|
| <p>Row A Thesis (0-1 points)</p> <p>4.B</p> | <p>0 points</p> <p>For any of the following:</p> <ul style="list-style-type: none"> There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt. | | | <p>1 point</p> <p>Responds to the prompt with a thesis that presents a defensible position.</p> | |
| <p>Row B Evidence AND Commentary (0-4 points)</p> <p>2.A 4.A 6.A 6.B 6.C</p> | <p>0 points</p> <p>Simply restates thesis (if present), repeats provided information, or references fewer than two of the provided sources.</p> | <p>1 point</p> <p>EVIDENCE: Provides evidence from or references at least two of the provided sources.</p> <p>AND</p> <p>COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student’s argument.</p> | <p>2 points</p> <p>EVIDENCE: Provides evidence from or references at least three of the provided sources.</p> <p>AND</p> <p>COMMENTARY: 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.</p> | <p>3 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> | <p>4 points</p> <p>EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims in a line of reasoning.</p> <p>AND</p> <p>COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> |
| <p>Row C Sophistication (0-1 points)</p> <p>2.A 4.C 6.B 8.A 8.B 8.C</p> | <p>0 points</p> <p>Does not meet the criteria for one point.</p> | <p>1 point</p> <p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p> <p>Responses that earn this point may demonstrate sophistication of thought and/or a complex understanding of the rhetorical situation by doing any of the following:</p> <ol style="list-style-type: none"> Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. Articulating the implications or limitations of an argument (either the student’s argument or arguments conveyed in the sources) by situating it within a broader context. Making effective rhetorical choices that consistently strengthen the force and impact of the student’s argument throughout the response. Employing a style that is consistently vivid and persuasive. <p><i>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.</i></p> | | | |