EA #2 – Synthesis Paper Scoring Rubric

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| **Scoring Criteria** | **Exemplary** **9-10** | **Proficient** **8** | **Emerging** **7** | **Incomplete** **0-6** |
| **Ideas:**Thesis, Claims, Evidence (synthesis),Interpretation | * has a clearly stated and strongly maintained claim that takes a specific position
* develops the argument effectively by integrating relevant evidence and interpretation from a variety of texts (4).
 | * makes an effective claim with a specific position
* develops an argument sufficiently by integrating evidence and interpretation from a variety of texts (3-4).
 | * has an unclear or insufficiently maintained claim, lacks focus, or does not take a position
* uses vague, irrelevant, or insufficient evidence (2-3 texts) or interpretation to develop the argument.
 | * is not coherent and does not make a clear claim or state a position
* provides little or no evidence (0-1texts) or interpretation to develop an argument.
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| **Structure:**Follow CEIEI;Keep ideas organized and on topic;Make sure they are supported and explained fully and clearly | * uses an effective organization that establishes clear relationships among claims, evidence, and interpretation,
* develops ideas smoothly in 2 body paragraphs and provides a satisfying introduction
* uses appropriate and varied transitions.
 | * uses an adequate organization that establishes relationships among claims, evidence, and interpretation,
* develops ideas in in 2 body paragraphs and provides an introduction
* uses some varied transitions.
 | * uses an inconsistent or confusing organization
* does not develop claims/ ideas in 1-2 body paragraphs and evidence and unclear or focused introduction
* uses weak, repetitive, or insufficient transitions.
 | * uses a confusing organization and/or does not link ideas
* does not develop claims/ ideas in 1 body paragraph and evidence or provide an introduction
* uses weak or no transitions.
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| **Use of Language:**examplesAvoid:-how-you-I-things-contractions (didn’t = did not)-Watch for subject/ verb agreement;-Watch for run-ons or sentence fragments. | * uses diction and syntax that convey a formal, authoritative voice
* correctly embeds and punctuates parenthetical citations
* demonstrates strong command of conventions for grammar, usage, capitalization, punctuation, and spelling.
 | * uses diction and syntax that convey a formal voice
* uses generally correct parenthetical citations, with appropriate punctuation
* demonstrates adequate command of conventions for grammar, usage, capitalization, punctuation, and spelling.
 | * does not use appropriate diction or formal voice
* omits parenthetical citations
* demonstrates partial or insufficient command of conventions; errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning.
 | * uses inappropriate diction and informal voice
* omits parenthetical citations
* demonstrates little command of conventions; numerous errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning.
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