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. |
| **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. |
| **Use of Language:**  examples  Avoid:  -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. |