English 10H Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs. Rosen

**Synthesis Essay Rubric & Evaluation**

**High-Range Essay (9-8):**

\_\_\_\_\_ Effectively develops a position on the topic.

\_\_\_\_\_ Reveals full understanding of the ideas developed in the sources.

\_\_\_\_\_ Employs the sources effectively to develop the *student’s* position; the student drives the sources, not the sources.

\_\_\_\_\_ The argument is compelling and convincing.

\_\_\_\_\_ Successfully synthesizes at least two sources and correctly cites them.

\_\_\_\_\_ Does not generalize but cites specific evidence from the sources and develops that evidence fully and comprehensively; follows through; fully addresses “So what?” question.

\_\_\_\_\_ Is clear, well organized, and coherent – is a complete “stand alone” argumentative essay rather than an exam response.

\_\_\_\_\_ The prose demonstrates an ability to control a wide range of the elements of effective writing.

\_\_\_\_\_ Contains very few errors or flaws, if any.

*Tip: A 9 essay may be especially sophisticated in its argument and synthesis of cited sources, or impressive in its control of language.*

**High-Middle Range Essay (7-6):**

\_\_\_\_\_ Adequately develops a position on the assigned topic.

\_\_\_\_\_ Reveals a good understanding of the ideas developed in the sources.

\_\_\_\_\_ Employs the sources to develop the student’s position; student avoids over-summarizing the sources and assumes some control of the argument.

\_\_\_\_\_ The argument is generally convincing, but less cogent or developed.

\_\_\_\_\_ Successfully synthesizes the required number of sources and correctly cites them.

\_\_\_\_\_ Cites specific evidence from the sources that develops that evidence fully, but may overgeneralize; follows through; adequately but may not fully address the “So what?” question.

\_\_\_\_\_ Is clear, well-organized, and coherent (for the most part).

\_\_\_\_\_ The language may contain lapses in diction or syntax, but is generally clear.

\_\_\_\_\_ Contains only minor errors or flaws.

*Tip: The 7 paper demonstrates a more consistent command of college-level writing than does the 6 or 5 paper.*

**Low-Middle Range Essay (5):**

\_\_\_\_\_ Synthesizes the correct amount of sources but the argument may be limited, inconsistent, or uneven.

\_\_\_\_\_ Argument is generally clear.

\_\_\_\_\_ Reveals some understanding of the ideas developed in the sources.

\_\_\_\_\_ The sources generally support the student’s position, but the links between the sources and argument may be strained.

\_\_\_\_\_ Lapses in diction or syntax, but usually conveys the writer’s ideas logically.

\_\_\_\_\_ Response is not fully well-organized, clear, or coherent.

*Tip: A 5 paper does the minimum required by the assignment. It relies more on generalizations and there is limited control of the argument. It may often lose focus and digress from the topic.*

**Low Range Essay (4-3-2-1):**

\_\_\_\_\_ Inadequately develops a position on the assigned topic.

\_\_\_\_\_ May misunderstand, misrepresent, or oversimplify the ideas developed in the sources.

\_\_\_\_\_ Employs the sources to develop a position, but may over-summarize them. The sources drive the argument, not the student.

\_\_\_\_\_ The link between the argument and the sources may be weak. Writer does not follow through.

\_\_\_\_\_ May cite fewer than the required number of sources, may skip a citation, and/or cite a source incorrectly.

\_\_\_\_\_ Essay may suggest immature control of writing – weak control of the elements of diction, syntax, and organization

\_\_\_\_\_ Essay is riddled with mechanical/grammatical/spelling errors.

*Tips:*

* *A 4 or 3 essay may do more than assert a position without developing it.*
* *A 2 essay may have little success in developing a position.*
* *A 1-2 essay indicates a major lack of understanding and control. It may also indicate severe writing problems.*

**Peer Evaluation:**

This essay receives a score of \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Appraiser(s):