

Scoring Rubric for Question 1: Synthesis Essay

6 points

Reporting Category	Scoring Criteria	
<p>Row A</p> <p>Thesis</p> <p>(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 defensible thesis that may establish a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • The intended thesis only restates the prompt. • The intended thesis is vague, must be inferred, does not take a position, equivocates or summarizes other’s arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad). • The intended thesis simply states an obvious fact rather than a making a claim that requires a defense. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • The thesis responds to the prompt rather than restating or rephrasing the prompt <u>and</u> the thesis clearly takes a position rather than just stating there are pros/cons.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. 		

Reporting Category	Scoring Criteria				
<p>Row B</p> <p>Evidence AND Commentary (0-4 points)</p> <p>2.A</p> <p>4.A</p> <p>6.A</p> <p>6.B</p> <p>6.C</p>	<p>0 points</p> <p>Simply restates thesis (if present).</p> <p>OR</p> <p>Fewer than 2 of the provided sources are referenced.</p> <p>OR</p> <p>Provides examples that are generally irrelevant and/or incoherent.</p>	<p>1 point</p> <p>Provides evidence from or references at least two of the provided sources.</p> <p>Evidence provided must be relevant to the <u>subject of the prompt</u>.</p> <p>AND</p> <p>Provides little or no commentary.</p>	<p>2 points</p> <p>Provides evidence from or references at least three of the provided sources.</p> <p>Evidence provided must be relevant to the <u>subject of the prompt</u>.</p> <p>AND</p> <p>Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.</p>	<p>3 points</p> <p>Provides evidence from or references at least three of the provided sources.</p> <p>Evidence provided must be relevant to the <u>thesis</u>.</p> <p>AND</p> <p>Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.</p>	<p>4 points</p> <p>Provides evidence from or references at least three of the provided sources.</p> <p>Evidence provided must be relevant to the <u>thesis</u>.</p> <p>AND</p> <p>Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis.</p>
	Decision Rules and Scoring Notes				
	<p>Typical responses that earn 0 points:</p> <ul style="list-style-type: none"> • Are incoherent and do not address the prompt. • May offer just opinion or repeat the ideas from a single source. • Do not reference information from any of the provided sources. 	<p>Typical responses that earn 1 point:</p> <ul style="list-style-type: none"> • Only use 2 of the provided sources. 	<p>Typical responses that earn 2 points:</p> <ul style="list-style-type: none"> • Provide commentary that frequently misunderstands, misrepresents, or overgeneralizes complex ideas (is reductive). • Summarize conflicting positions from the sources but fails to compare, contrast, or reach a conclusion. 	<p>Typical responses that earn 3 points:</p> <ul style="list-style-type: none"> • Provide commentary that is well-developed in places but with occasional lapses into description or summary (rather than explanation). • Provide commentary that is clear but there are times when the link between the evidence and the thesis may be strained. 	<p>Typical responses that earn 4 points:</p> <ul style="list-style-type: none"> • Provide commentary that engages specific details from the sources to draw conclusions. • Integrate evidence from sources throughout to support the student's reasoning.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. 					

Reporting Category	Scoring Criteria	
<p>Row C Sophistication (0-1 points)</p> <p>2.A</p> <p>4.C</p> <p>6.B</p> <p>8.A</p> <p>8.B</p> <p>8.C</p>	<p>0 points</p> <p>Does not meet the criteria for 1 point.</p>	<p>1 point</p> <p>Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Attempt to contextualize their argument, but such attempts consist of predominantly sweeping generalizations. • Only hint or suggest other arguments. • Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument. 	<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"> 1. Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it. 2. Situating the argument within a broader context, recognizing the implications of the argument. 3. Engaging concession, rebuttal, and/or refutation of other arguments relating to the thesis. 4. Making effective rhetorical choices that strengthen the force and impact of the student’s argument. 5. Utilizing a prose style that is especially vivid, persuasive, convincing, or appropriate to the student’s argument.
<p>Additional Notes:</p> <ul style="list-style-type: none"> • This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference. 		