

ECIII Synthesis Essay

Mrs. Levin

Student Name: _____

Total Rubric Score: _____ Scaled Score _____/100

Position (x2=8)

- 4 – An argumentative main claim/thesis demonstrates complexity in thinking and is consistently maintained throughout the response.
- 3 – An argumentative main claim/thesis demonstrates some complexity in thinking and is usually **maintained** throughout the response.
- 2 – An argumentative main claim/thesis is evident but lacks complexity and is usually maintained throughout the response.
- 1 – An argumentative main claim is evident but lacks complexity & is not maintained throughout the response.
- 0 – The essay **does not answer the prompt**.

Counter-argument (x2=8)

- 4 – Student presents at least one **valid counter-argument(s)** and both **explores** its complexities and **evaluates** the implications and/or complications of the issue. Student's refutation advances the overall argument.
- 3 – Student presents at least one **valid counter-argument(s)** and both **explores** its complexities and **evaluates** the implications and/or complications of the issue. Student's refutation does not advance the overall argument.
- 2 – Student presents at least one **valid counter-argument(s)** and **explains its** complexities, implications, or complications but does not refute it OR student mentions and refutes a counter-argument without explaining its complexities, implications, or complications.
- 1 – Student **mentions a counter-argument but does not develop it or refute it**.
- 0 – There is no evidence of a counter-argument.

Reasoning and Development (x3=12)

- 4 – The writer **thoroughly, specifically, and effectively** develops his or her ideas using **at least three sources**. The writer **fully analyzes** each piece of evidence, making sure to **connect** these analyses to each paragraph's sub claim and the main claim through **insightful elaboration**.
- 3 – The writer **sufficiently and effectively** develops his or her ideas **using at least three sources**, though these may be to a **lesser degree of specificity**. The writer **analyzes** each piece of evidence, making sure to connect these analyses to each paragraph's sub claim and the main claim through **elaboration**.
- 2 – The writer **attempts** to develop his or her ideas **using at least three sources**, but the ideas only **summarize, don't fully relate** to the evidence, or **repeat**. The writer explains evidence, but only through **generalizations**, and may **leave out connections** to the paragraph's sub claim and the essay's main claim.
- 1 – The writer uses **one or two sources** to support the argument, but ideas are only **thinly developed** OR The writer **misinterprets** the sources as part of the argument.
- 0 – The author **does not use any sources** to support an argument.

Organization (x2=8)

- 4– The organization of the essay is **strategic**. **Sophisticated sub claims and transitions** reflect the writer's logic.
- 3– The organization of the essay is effective but predictable. Sub claims and transitions are **appropriately used** to advance the argument.
- 2– The essay is **organized/paragraphed**, but the organization of ideas is not purposeful. Sub claims and transitions are used but don't always advance the argument.
- 1 - Ideas are paragraphed but organization is ineffective. Sub claims and transitions are used but are ineffective or sporadic.
- 0 -There is **no evidence** of an **organizational structure** or evidence of the logical grouping of ideas. There are **no sub claims or transitions**.

Mechanics and Style (x1=4)

- 4 – Essay has **minimal** grammatical errors; language is **formal and precise**.
- 3 – Essay contains **some distracting** grammatical errors; language is **usually formal and precise**.
- 2 – Essay contains **numerous distracting** grammatical errors **OR** language is **informal and/or vague**.
- 1 – Essay contains **numerous distracting** grammatical errors **AND** language is **informal and/or vague**.

***Students whose essays do not fit into the above grading categories may be assigned a 1.5, 2.5, or 3.5.**