

Synthesis Essay Rubric

Ms. Gretchen Miller

Goal: Students show they are able to engage in research projects to follow a line of inquiry. They demonstrate that they can gather information from various reputable sources, evaluate the quality of each in relation to the project's goals, and incorporate this information thoughtfully, and use correct APA citation. Students must show the use of evidence from texts to strengthen their analyses. Then students will show command of writing a synthesis of their research with support claims including valid reasoning and evidence. The students must show the use of content specific language, transitional words and phrases, ensure cohesion, and make relationships clear between claims, reasons, and evidence while maintaining a formal tone in line with disciplinary norms. Conclude with a statement that reinforces the argument presented.

Situation: You chose a topic based on the identification of a problem you saw in your community or a situation you found yourself in (about to graduate and thinking about your future). You chose a mentor/expert to provide you guidance and clarity on the topic. You read a literary anchor text to gain perspective. You read/ listened to/ explored supplemental informational texts, and did research to gain more knowledge and insights about your topic. You now will synthesize that information for yourself and others.

Product: Write a minimum 5-page essay where you synthesize the learning you have done about your topic from your literary anchor text, the supplementary texts, and the research you have done. ***Your thesis should clarify a deeper universal understanding and application to your life.***

- Length:** Write a minimum 5-page essay.
- Content:** Synthesize learnings from literary anchor text, supplementary texts, and research.
- Thesis:** Clarify a deeper universal understanding and application to your life.

Rubric:

Developing ($\leq 50\%$)	Nearing Proficient (75%)	Proficient (100%)	Advanced (>100%): <i>Teacher's Notes Below</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Writer's understanding of the subject is lacking because of a failure to read and/or comprehend significant scholarly material on the subject. <input type="checkbox"/> The design, execution, and/or representation of the research fall notably short. <input type="checkbox"/> The paper forwards an inappropriate thesis, or no clear thesis at all. <input type="checkbox"/> The paper fails substantially to integrate pertinent literary text to define, exemplify, and/or support the project's thesis. 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer exhibits basic working knowledge of the subject matter. Writer has cited fewer than 3 informational sources on the subject. <input type="checkbox"/> The writer makes an effort to address the thesis through adept design and execution of the research. However, the research process (or its representation in the paper) falls short. <input type="checkbox"/> The paper forwards a thesis feasible for research, though it may not be clearly articulated and may not lead toward original or valuable findings. <input type="checkbox"/> The paper integrates a generally pertinent literary text in an effort to define, exemplify, and/or support the project's findings in light of the thesis, though representation of this reading may fall short of achieving the project's purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> The paper is written from the perspective of a well-informed writer. Writer has cited at least 3 informational sources on the subject. <input type="checkbox"/> Research is clearly and effectively designed, executed, and represented in the paper, appropriately addressing the thesis. <input type="checkbox"/> The paper forwards a valuable, appropriately narrowed, and well-articulated thesis. <input type="checkbox"/> The paper effectively integrates a well-chosen literary text and to define, exemplify, and/or support the project's findings in light of the thesis. 	

Developing ($\leq 50\%$)	Nearing Proficient (75%)	Proficient (100%)	Advanced (>100%): <i>Teacher's Notes Below</i>
----------------------------	--------------------------	-------------------	---

<ul style="list-style-type: none"> <input type="checkbox"/> The paper fails to provide adept analysis of research findings. <input type="checkbox"/> The writer fails to interpret the research clearly and/or convincingly. <input type="checkbox"/> The writer fails to assert a clear thesis and/or to indicate clearly the relationships among ideas discussed in the paper. 	<ul style="list-style-type: none"> <input type="checkbox"/> The paper not only presents research findings, but breaks them down and examines them to determine patterns, anomalies, function, structure; and/or cause and effect. The writer attempts to lead readers through the process used to understand the issue and test the thesis, though he/she falls short in significant ways. <input type="checkbox"/> The writer offers interpretation of the research, exhibiting an effort to lead readers toward his/her final perspective on the issue, though failing to do so with the desired impact. <input type="checkbox"/> The writer asserts a relatively clear thesis that generally controls the paper. He/she attempts to tie all ideas in the paper to the thesis, though the effort may fall short of this goal. 	<ul style="list-style-type: none"> <input type="checkbox"/> The paper not only presents research findings, but breaks them down and examines them to determine patterns, anomalies, function, structure, and/or cause and effect. Additionally, the paper leads the reader effectively through the process used to understand the issue and test the thesis. <input type="checkbox"/> The writer offers insightful interpretation of the research, effectively leading the reader toward the writer's final perspective on the issue. <input type="checkbox"/> The writer asserts a clear thesis that controls all other ideas in the paper. It provides transitions and explanations indicating the relationships among ideas as well as their link to the thesis. 	
---	--	--	--

Developing (≤50%)	Nearing Proficient (75%)	Proficient (100%)	Advanced (>100%): <i>Teacher's Notes Below</i>
-------------------	--------------------------	-------------------	---

<ul style="list-style-type: none"><input type="checkbox"/> Writer fails to document sources used in the paper according to APA documentation style. The paper may not make clear whose ideas are whose and/or may exhibit plagiarism.<input type="checkbox"/> Tone and style undermine the goals of the paper.<input type="checkbox"/> Contains numerous errors in standard writing conventions that seriously interfere with meaning.	<ul style="list-style-type: none"><input type="checkbox"/> With some lack of control or effort, the writer documents sources used in the paper according to APA documentation style. This effort at least indicates whose ideas are whose, and avoids plagiarism.<input type="checkbox"/> The writer attempts to employ an effective tone and style for the purpose of the paper, but falls short of that goal.<input type="checkbox"/> Contains errors in standard writing conventions that seriously interfere with meaning.	<ul style="list-style-type: none"><input type="checkbox"/> With few mistakes, the writer indicates sources used for the study, following the guidelines of APA documentation style.<input type="checkbox"/> The paper employs scholarly tone and style (or in the fine and performing arts, whichever tone and style is deemed appropriate for the project) to build the writer's ethos and generate desired impact.<input type="checkbox"/> Contains few errors in standard writing conventions; minor errors do not interfere with meaning.	
--	--	---	--