

Argumentative Synthesis Rubric:

Name _____

| | “A” description | “B” description | “C” description | “D” description | “F” Description |
|--|--|---|---|---|---|
| Introduction and thesis | The purpose/theme of the essay is clearly introduced. The thesis is original, specific and can be well supported with textual evidence. | The purpose/theme of the essay is clearly introduced. The thesis is fairly specific and can be well-supported with textual evidence. | The purpose/theme of the essay may not be clearly introduced. A thesis can be supported with textual evidence though it is too general. | The purpose/theme of the essay may not be introduced. There is an attempt at a thesis but it cannot be supported with textual evidence. | The purpose/theme of the essay is not introduced. There appears to be no thesis. |
| Comments | | | | | |
| Critical reading of the texts | Ideas and examples from the texts are consistently well chosen, well explained and well analyzed. The writer demonstrates a deep and critical understanding of the texts. | Ideas and examples from the texts are mostly well chosen, well explained and well analyzed. The writer demonstrates a good understanding of the texts. | Ideas and examples from the texts are explained, but not always effectively. They may not be explained clearly and/or they may not be analyzed well. The writer demonstrates an average understanding of the texts. | Ideas and examples from the texts are poorly explained. The writer demonstrates a very limited understanding of the texts. | Ideas from the texts are presented with little comprehension and/or are severely misrepresented. There is no analysis. The writer demonstrates no understanding of the texts. |
| Comments | | | | | |
| Using the texts to argue a position | The writer is very effective in using the sources to make interesting, original and insightful points that support their position. | The writer is effective in using the sources to support their position | The writer is mostly effective in using the sources to support their position. | The writer is only marginally effective in using the sources to support their position. | The writer is not effective in using the sources to support their position. |
| Comments | | | | | |
| Organization | Organization of the essay is very effective in supporting the thesis. Paragraphs are well-organized around a controlling idea, with excellent support and explanation, and a strong concluding sentence. | Organization of the essay is effective in supporting the thesis, but it could be tighter. Paragraphs are well-organized around a controlling idea, with sufficient support and explanation. | Organization of the essay is limited in supporting the thesis. Paragraphs are mostly organized around a controlling idea, with sufficient support and explanation. | Organization of the essay is not effective in supporting the thesis. Paragraphs are only marginally organized. | There seems to be no organization at both the essay level and the paragraph level. |
| Comments | | | | | |

| | “A” description | “B” description | “C” description | “D” description | “F” Description |
|----------------------------|--|--|--|---|--|
| Coherence | The writing is consistently clear, fluent and concise. Clear transitions are used. Ideas follow one another in a logical sequence with varied transitions. The writer is very effective in introducing quotes and paraphrasing by using their own words. | The writing is generally clear, fluent and concise. One idea may seem out of place. Clear transitions are used but could be more varied. The writer is effective in introducing quotes and paraphrasing by using their own words | The writing is mostly clear and fluent. The relationship between ideas is a little hard to follow. Transitions are sometimes unclear or inaccurately used. The writer is somewhat effective in paraphrasing, but relies too much on inserting phrases directly from the text | The writing is not clear or fluent. Ideas seem to be randomly arranged. Transitions are missing or misused. The writer does not effectively paraphrase. | The writing is severely lacking in coherence and difficult to understand. |
| Comments | | | | | |
| Language | Writing is completely free of grammar, spelling or sentence structure errors. Advanced structures are used flexibly. | Writing has few grammar, spelling or sentence structure errors. Advanced structures are used flexibly. | Writing has some grammar, spelling or sentence structure errors, especially with advanced structures. | Writing has many grammar, spelling and sentence structure errors, with basic and advanced structures. | Numerous grammar, spelling and sentence structure errors make reading difficult and interfere with reader understanding. |
| Comments | | | | | |
| Citation of sources | Sources are clearly cited according to correct MLA format. | Sources are cited and mostly done according to correct MLA format. | Citation not always given when appropriate and/or there are many errors in MLA format. | Citation is not done correctly. | No citation is given |
| Comments | | | | | |

FINAL GRADE: _____