SYNTHESIS PAPER Rubric 2.0

1 = Missing or Thoroughly Inadequate   2 = Developing   3 = Meets Expectations

4 = Exceeds Expectations   5 = Outstanding   ☒ = *missing something optional*

Category	Criteria Student / Teacher	*Note: Italicized criteria are "as needed"*	Student Score	Teacher Score
Careful Reading	☐ ☐	**Correctly summarizes texts as needed**		
	☐ ☐	**Highlights/focuses on main ideas of focal texts**		
Thesis	☐ ☐	**Thesis is clear and well defined:** the reader can easily identify and understand the central argument		
	☐ ☐	**Thesis makes a contestable claim with which others might disagree**		
		Thesis connects to the framing questions either by:		
	☐ ☐	***addressing the framing questions directly***, *using evidence from the text to support the thesis; or*		
	☐ ☐	***discussing and evaluating the texts themselves with regard to the framing questions***		
	☐ ☐	**Scope is appropriate given the space allotted:** the central argument can be adequately explored in about 1500 words		
Analytic Argument	☐ ☐	**Makes an original argument**: does not merely summarize others' arguments or positions, but instead does one of the following (indicate which with a check):		
	☐ ☐	*evaluates relationship(s) among arguments, texts, or authors*		
	☐ ☐	*evaluates arguments'/texts' structure and formulation*		
	☐ ☐	*evaluates arguments/texts with respect to their broader context or implications*		
	☐ ☐	**Is internally cohesive:** every part of the paper relates to and advances the central argument		
	☐ ☐	**Is complete and coherent:** claims are fully developed (not conclusory) and do not raise more questions than they answer		
	☐ ☐	***Is honest, when necessary, about student's own background assumptions, driving values, or other presuppositions***		

Use of Evidence	☐ ☐ **Supports thesis with strong evidence drawn from text(s):** specific examples, data, quotations, paraphrases, etc. to back up claims when needed ☐ ☐ **Quotations and citations are used to *justify* claims, not just restate them** ☐ ☐ ***Supports thesis with strong evidence drawn from other "texts":*** *(written, oral, or visual), interviews, personal experiences, testimonials, etc.*		
Synthesis and Application	☐ ☐ **Places texts in dialogue with one another**, rather than solely treating them sequentially or separately ☐ ☐ **Draws useful meaning from the text**: explains (possible) implications for one's own thinking and/or actions, and/or for others' actions (e.g. teachers, policymakers, researchers, etc.)		
Organization and Clarity	☐ ☐ **Argument is structured logically**: each paragraph or section builds upon the previous to support the thesis ☐ ☐ **Argument is easy to follow** thanks to introductory roadmap, clear transitions, topic sentences, indication of intermediate conclusions, and other signals used in academic writing ☐ ☐ **Writing is clear and easy to read and understand:** sounds like someone talking (although not colloquially) rather than someone pompously or obscurely opining		
Basics	Yes / No First page of paper includes paper title, student's name, date, and framing question(s); no cover page Yes / No Addresses 3-4 of the assigned texts (likely 2 texts carefully and 1-2 texts more superficially) Yes / No Stays within the guidelines of the assignment: about 1500 words, double-spaced, 1" margins and standard font Yes / No Few or no errors in usage, grammar, or mechanics (spelling, punctuation, capitalization, etc.) Yes / No Citations and bibliography follow a standard format (Chicago, MLA, whatever) Yes / No Submission is timely: 8 p.m. the night before class to class tab on iSite and via e-mail to all class participants		
OVERALL SCORE (1-5)	This is a holistic score that reflects what you earn above. It is not an exact average, however, since this is an expansive rubric.		

Comments: