

Scoring Rubric for Question 1: Synthesis Essay

THESES	0 POINTS		1 POINT			ROW A	
	For any of the following: <input type="checkbox"/> No defensible thesis <input type="checkbox"/> Simple restatement of prompt only <input type="checkbox"/> Summary of topic with no clear claim <input type="checkbox"/> States an apparent fact rather than a defensible claim <input type="checkbox"/> Off-topic		<input type="checkbox"/> Defensible thesis <input type="checkbox"/> Responds to the prompt with a clear position *Thesis may be more than one sentence and may appear anywhere in the essay				
EVIDENCE & COMMENTARY	0 POINTS	1 POINT	2 POINTS	3 POINTS	4 POINTS	ROW B	
	<input type="checkbox"/> Simple restatement of thesis (if existing). OR <input type="checkbox"/> Fewer than 2 sources referenced OR <input type="checkbox"/> Opinion-based with no text evidence	EVIDENCE: <input type="checkbox"/> 2 sources used only <input type="checkbox"/> Relevant evidence AND COMMENTARY: <input type="checkbox"/> Summary of evidence with no explanation of connection to student's claim	EVIDENCE: <input type="checkbox"/> Sufficient evidence (3+ sources) <input type="checkbox"/> Mixture of relevant evidence that is specific and broad that supports some of the student's argument AND COMMENTARY: <input type="checkbox"/> Weak supporting claims <input type="checkbox"/> Simplistic or inaccurate connection between evidence and student's argument <input type="checkbox"/> No connection or progression between claims and evidence	EVIDENCE: <input type="checkbox"/> Sufficient evidence (3+ sources) <input type="checkbox"/> Relevant, specific evidence that supports all the claims in the student's argument AND COMMENTARY: <input type="checkbox"/> Multiple claims included <input type="checkbox"/> Clear connection between some of the evidence and the claims <input type="checkbox"/> Slight lapses of evidence and/or commentary in support of key claims	EVIDENCE: <input type="checkbox"/> Sufficient evidence (3+ sources) <input type="checkbox"/> Relevant evidence that supports all the claims in the student's argument. AND COMMENTARY: <input type="checkbox"/> Cohesion between overall claim, supporting claims, and evidence <input type="checkbox"/> Consistent, clear connections between evidence and MULTIPLE claims in the student's argument <small>*Writing that suffers from grammatical and/or mechanical errors that distract from the overall argument cannot earn the fourth point in this row.</small>		
	0 POINTS		1 POINT				ROW C
	<input type="checkbox"/> Sweeping generalizations of context <input type="checkbox"/> Vague references/hints of other arguments <input type="checkbox"/> Distracting/ineffective sentences or language		<input type="checkbox"/> Nuanced thesis that identifies the subtle differences in meaning, attitude, or opinions of a prompt and is well-supported throughout the student's argument <input type="checkbox"/> Acknowledgement of the limitations and implications of an argument (by the student or included in the sources) <input type="checkbox"/> Successful rhetorical choices by the student <input type="checkbox"/> Mature, convincing writing style				

TOTAL POINTS EARNED: / 6

Student's Name: _____

SELF OR PEER ASSESSMENT
<p>Thesis</p> <p>Locate the thesis in the response and copy it into the space below:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<p>Is the thesis:</p> <p><input type="checkbox"/> defensible?</p> <p><input type="checkbox"/> a clear response to the prompt?</p>
<p>Evidence and Commentary</p>
<p>Is the evidence:</p> <p><input type="checkbox"/> specific and relevant?</p> <p><input type="checkbox"/> explained in connection to the prompt?</p>
<p>Organization and Sophistication</p>
<p>Is the essay:</p> <p><input type="checkbox"/> following a line of reasoning?</p> <p><input type="checkbox"/> well organized?</p> <p><input type="checkbox"/> well developed?</p> <p><input type="checkbox"/> vivid and persuasive?</p> <p><input type="checkbox"/> complex and insightful?</p>

SELF-ASSESSMENT
<p>Effort Assessment</p> <p>On a scale of 1 to 5, with 1 being low and 5 being high, how much effort did you put into writing this essay? Select the corresponding number and then write a sentence explaining your choice.</p> <p style="text-align: center;"> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 </p> <p>Explanation:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>3 Areas of Strength</p>
<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>
<p>3 Areas for Improvement</p>
<p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>

Scoring Rubric for Question 2: Rhetorical Analysis Essay

THESIS	0 POINTS		1 POINT		
	For any of the following: <input type="checkbox"/> No defensible thesis <input type="checkbox"/> Simple restatement of prompt only <input type="checkbox"/> Summary of topic with no clear claim <input type="checkbox"/> Off-topic		<input type="checkbox"/> Defensible thesis that examines the writer’s rhetorical choices or intended effects *Thesis may be more than one sentence and may appear anywhere in the essay		
EVIDENCE & COMMENTARY	0 POINTS	1 POINT	2 POINTS	3 POINTS	4 POINTS
	<input type="checkbox"/> Simple restatement of thesis (if existing) OR <input type="checkbox"/> Opinion-based with no text evidence	EVIDENCE: <input type="checkbox"/> Generalization of evidence AND COMMENTARY: <input type="checkbox"/> Simple summarization of passage <input type="checkbox"/> Rhetorical choices have little to no explanation	EVIDENCE: <input type="checkbox"/> Some textual references that are applicable to the thesis AND COMMENTARY: <input type="checkbox"/> Unsupported claims or assumptions <input type="checkbox"/> Simplistic or inaccurate connection between evidence and student’s argument OR <input type="checkbox"/> No connection or progression between claims and evidence	EVIDENCE: <input type="checkbox"/> Specific textual references that support all claims AND COMMENTARY: <input type="checkbox"/> Multiple claims included <input type="checkbox"/> Clear connection between some of the evidence and the claims <input type="checkbox"/> Slight lapses of evidence and/or commentary in support of key claims AND <input type="checkbox"/> Discussion of at least one rhetorical choice’s contribution to the writer’s argument	EVIDENCE: <input type="checkbox"/> Specific textual references that support all claims AND COMMENTARY: <input type="checkbox"/> Consistent explanation of evidence in support of the line of reasoning. AND <input type="checkbox"/> Discussion of multiple rhetorical choices’ contributions to the writer’s argument *Writing that suffers from grammatical and/or mechanical errors that distract from the overall argument cannot earn the fourth point in this row. *To earn the fourth point in this row, the response may observe multiple instances of the same rhetorical choice if each instance further contributes to the argument, purpose, or message of the passage
SOPHISTICATION	0 POINTS		1 POINT		
	<input type="checkbox"/> Sweeping generalizations of context <input type="checkbox"/> Vague references/hints of other arguments <input type="checkbox"/> Distracting/ineffective sentences or language <input type="checkbox"/> Examination of rhetorical choices independently rather than in relationship with each other		<input type="checkbox"/> Sophisticated thought and/or notable awareness of the rhetorical situation <input type="checkbox"/> Thorough analysis of the impact of the writer’s rhetorical choices <input type="checkbox"/> Acknowledgement of the passage’s complexities or tensions <input type="checkbox"/> Mature, convincing writing style		

ROW A

ROW B

ROW C

TOTAL POINTS EARNED: / 6

Self-Evaluation for Question 2: Rhetorical Analysis Essay

Student's Name: _____

SELF OR PEER ASSESSMENT
<p>Thesis</p> <p>Locate the thesis in the response and copy it into the space below:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>
<p>Is the thesis:</p> <p><input type="checkbox"/> defensible?</p> <p><input type="checkbox"/> a clear response to the prompt?</p>
<p>Evidence and Commentary</p>
<p>Is the evidence:</p> <p><input type="checkbox"/> specific and relevant?</p> <p><input type="checkbox"/> explained in connection to the prompt?</p>
<p>Organization and Sophistication</p>
<p>Is the essay:</p> <p><input type="checkbox"/> following a line of reasoning?</p> <p><input type="checkbox"/> well organized?</p> <p><input type="checkbox"/> well developed?</p> <p><input type="checkbox"/> vivid and persuasive?</p> <p><input type="checkbox"/> complex and insightful?</p>

SELF-ASSESSMENT
<p>Effort Assessment</p> <p>On a scale of 1 to 5, with 1 being low and 5 being high, how much effort did you put into writing this essay? Select the corresponding number and then write a sentence explaining your choice.</p> <p style="text-align: center;"> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 </p> <p>Explanation:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<p>3 Areas of Strength</p>
<p><input type="checkbox"/> <div style="border: 1px solid black; height: 30px; width: 100%;"></div></p> <p><input type="checkbox"/> <div style="border: 1px solid black; height: 30px; width: 100%;"></div></p> <p><input type="checkbox"/> <div style="border: 1px solid black; height: 30px; width: 100%;"></div></p>
<p>3 Areas for Improvement</p>
<p><input type="checkbox"/> <div style="border: 1px solid black; height: 30px; width: 100%;"></div></p> <p><input type="checkbox"/> <div style="border: 1px solid black; height: 30px; width: 100%;"></div></p> <p><input type="checkbox"/> <div style="border: 1px solid black; height: 30px; width: 100%;"></div></p>

Scoring Rubric for Question 3: Argument Essay

THESIS	0 POINTS		1 POINT		
	For any of the following: <input type="checkbox"/> No defensible thesis <input type="checkbox"/> Simple restatement of prompt only <input type="checkbox"/> Summary of topic with no clear claim <input type="checkbox"/> Statement of obvious fact rather than a defensible position <input type="checkbox"/> Off-topic		<input type="checkbox"/> Defensible thesis <input type="checkbox"/> Responds to the prompt with a clear position *Thesis may be more than one sentence and may appear anywhere in the essay		
EVIDENCE & COMMENTARY	0 POINTS	1 POINT	2 POINTS	3 POINTS	4 POINTS
	<input type="checkbox"/> Simple restatement of thesis (if existing) <input type="checkbox"/> Unrelated and/or disjointed examples <input type="checkbox"/> Opinion lacking evidence	EVIDENCE: <input type="checkbox"/> Mostly general evidence AND COMMENTARY: <input type="checkbox"/> Summarization of evidence <input type="checkbox"/> No connection between the evidence and the student's argument/claims	EVIDENCE: <input type="checkbox"/> Some specific and relevant evidence AND COMMENTARY: <input type="checkbox"/> Weak supporting claims <input type="checkbox"/> Simplistic or inaccurate connection between evidence and student's argument OR <input type="checkbox"/> No connection or progression between claims and evidence	EVIDENCE: <input type="checkbox"/> Relevant, specific evidence that supports all claims in the argument AND COMMENTARY: <input type="checkbox"/> Multiple claims included <input type="checkbox"/> Clear connection between some of the evidence and the claims <input type="checkbox"/> Slight lapses of evidence and/or commentary in support of key claims	EVIDENCE: <input type="checkbox"/> Relevant evidence that supports all the claims in the student's argument AND COMMENTARY: <input type="checkbox"/> Consistent, clear connections between all evidence and MULTIPLE claims in the student's argument <input type="checkbox"/> Specific, developed details that build an argument *Writing that suffers from grammatical and/or mechanical errors that distract from the overall argument cannot earn the fourth point in this row
	0 POINTS		1 POINT		
	<input type="checkbox"/> Sweeping generalizations of context <input type="checkbox"/> Vague references/hints of other arguments <input type="checkbox"/> Distracting/ineffective sentences or language		<input type="checkbox"/> Nuanced thesis that identifies the subtle differences in meaning, attitude, or opinions of a prompt and is well-supported throughout the student's argument <input type="checkbox"/> Acknowledgement of limitations and implications of an argument (by the student or included in the sources) <input type="checkbox"/> Successful rhetorical choices by the student <input type="checkbox"/> Mature, convincing writing style		
	SOPHISTICATION	0 POINTS		1 POINT	
<input type="checkbox"/> Sweeping generalizations of context <input type="checkbox"/> Vague references/hints of other arguments <input type="checkbox"/> Distracting/ineffective sentences or language		<input type="checkbox"/> Nuanced thesis that identifies the subtle differences in meaning, attitude, or opinions of a prompt and is well-supported throughout the student's argument <input type="checkbox"/> Acknowledgement of limitations and implications of an argument (by the student or included in the sources) <input type="checkbox"/> Successful rhetorical choices by the student <input type="checkbox"/> Mature, convincing writing style			

TOTAL POINTS EARNED: / 6

Self-Evaluation for Question 3: Argument Essay

Student's Name: _____

SELF OR PEER ASSESSMENT

Thesis

Locate the thesis in the response and copy it into the space below:

Is the thesis:

- defensible?
- a clear response to the prompt?

Evidence and Commentary

Is the evidence:

- specific and relevant?
- explained in connection to the prompt?

Organization and Sophistication

Is the essay:

- following a line of reasoning?
- well organized?
- well developed?
- vivid and persuasive?
- complex and insightful?

SELF-ASSESSMENT

Effort Assessment

On a scale of 1 to 5, with 1 being low and 5 being high, how much effort did you put into writing this essay? Select the corresponding number and then write a sentence explaining your choice.

- 1 2 3 4 5

Explanation:

3 Areas of Strength

-
-
-

3 Areas for Improvement

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-
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