

**Scoring Rubric for Question 1: Synthesis Essay**

THESSIS	0 POINTS		1 POINT		ROW A
	EVIDENCE & COMMENTARY		EVIDENCE		
	<p>For any of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> No defensible thesis</li> <li><input type="checkbox"/> Simple restatement of prompt only</li> <li><input type="checkbox"/> Summary of topic with no clear claim</li> <li><input type="checkbox"/> States an apparent fact rather than a defensible claim</li> <li><input type="checkbox"/> Off-topic</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Defensible thesis</li> <li><input type="checkbox"/> Responds to the prompt with a clear position</li> </ul>		*Thesis may be more than one sentence and may appear anywhere in the essay
EVIDENCE & COMMENTARY	<p><b>0 POINTS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Simple restatement of thesis (if existing). OR</li> <li><input type="checkbox"/> Fewer than 2 sources referenced OR</li> <li><input type="checkbox"/> Opinion-based with no text evidence</li> </ul>	<p><b>1 POINT</b></p> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 sources used only</li> <li><input type="checkbox"/> Relevant evidence</li> </ul> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summary of evidence with no explanation of connection to student's claim</li> </ul>	<p><b>2 POINTS</b></p> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sufficient evidence (3+ sources)</li> <li><input type="checkbox"/> Mixture of relevant evidence that is specific and broad that supports some of the student's argument</li> </ul> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weak supporting claims</li> <li><input type="checkbox"/> Simplistic or inaccurate connection between evidence and student's argument</li> <li><input type="checkbox"/> No connection or progression between claims and evidence</li> </ul>	<p><b>3 POINTS</b></p> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sufficient evidence (3+ sources)</li> <li><input type="checkbox"/> Relevant, specific evidence that supports all the claims in the student's argument</li> </ul> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple claims included</li> <li><input type="checkbox"/> Clear connection between some of the evidence and the claims</li> <li><input type="checkbox"/> Slight lapses of evidence and/or commentary in support of key claims</li> </ul>	<p><b>4 POINTS</b></p> <p><b>EVIDENCE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sufficient evidence (3+ sources)</li> <li><input type="checkbox"/> Relevant evidence that supports all the claims in the student's argument.</li> </ul> <p><b>AND</b></p> <p><b>COMMENTARY:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cohesion between overall claim, supporting claims, and evidence</li> <li><input type="checkbox"/> Consistent, clear connections between evidence and MULTIPLE claims in the student's argument</li> </ul>
SOPHISTICATION	<p><b>0 POINTS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sweeping generalizations of context</li> <li><input type="checkbox"/> Vague references/hints of other arguments</li> <li><input type="checkbox"/> Distracting/ineffective sentences or language</li> </ul>	<p><b>1 POINT</b></p> <ul style="list-style-type: none"> <li><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</li> <li><input type="checkbox"/> Acknowledgement of the limitations and implications of an argument (by the student or included in the sources)</li> <li><input type="checkbox"/> Successful rhetorical choices by the student</li> <li><input type="checkbox"/> Mature, convincing writing style</li> </ul>			ROW C

**TOTAL POINTS EARNED:**  / 6

# Self-Evaluation for Question 1: Synthesis 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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Scoring Rubric for Question 2: Rhetorical Analysis Essay**

THESES	<b>0 POINTS</b>		<b>1 POINT</b>		ROW A
	For any of the following:		<input type="checkbox"/> Defensible thesis that examines the writer's rhetorical choices or intended effects		
	<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		<small>*Thesis may be more than one sentence and may appear anywhere in the essay</small>		
EVIDENCE & COMMENTARY	<b>0 POINTS</b>	<b>1 POINT</b>	<b>2 POINTS</b>	<b>3 POINTS</b>	<b>4 POINTS</b>
	<input type="checkbox"/> Simple restatement of thesis (if existing) OR <input type="checkbox"/> Opinion-based with no text evidence	<b>EVIDENCE:</b> <input type="checkbox"/> Generalization of evidence AND <b>COMMENTARY:</b> <input type="checkbox"/> Simple summarization of passage <input type="checkbox"/> Rhetorical choices have little to no explanation	<b>EVIDENCE:</b> <input type="checkbox"/> Some textual references that are applicable to the thesis AND <b>COMMENTARY:</b> <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	<b>EVIDENCE:</b> <input type="checkbox"/> Specific textual references that support all claims AND <b>COMMENTARY:</b> <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	<b>EVIDENCE:</b> <input type="checkbox"/> Specific textual references that support all claims AND <b>COMMENTARY:</b> <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 <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> <small>*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</small>
SOPHISTICATION	<b>0 POINTS</b>		<b>1 POINT</b>		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"/> 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		

**TOTAL POINTS EARNED:**  / 6

**Self-Evaluation for Question 2: Rhetorical Analysis 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**

- 
- 
-

**Scoring Rubric for Question 3: Argument Essay**

THESSIS	<b>0 POINTS</b>		<b>1 POINT</b>		ROW A	
	For any of the following:		<input type="checkbox"/> Defensible thesis <input type="checkbox"/> Responds to the prompt with a clear position			
EVIDENCE & COMMENTARY	<b>0 POINTS</b>	<b>1 POINT</b>	<b>2 POINTS</b>	<b>3 POINTS</b>	<b>4 POINTS</b>	ROW B
	<input type="checkbox"/> Simple restatement of thesis (if existing) <input type="checkbox"/> Unrelated and/or disjointed examples <input type="checkbox"/> Opinion lacking evidence	<b>EVIDENCE:</b> <input type="checkbox"/> Mostly general evidence <b>COMMENTARY:</b> <input type="checkbox"/> Summarization of evidence <input type="checkbox"/> No connection between the evidence and the student's argument/claims	<b>EVIDENCE:</b> <input type="checkbox"/> Some specific and relevant evidence <b>COMMENTARY:</b> <input type="checkbox"/> Weak supporting claims <input type="checkbox"/> Simplistic or inaccurate connection between evidence and student's argument <b>OR</b> <input type="checkbox"/> No connection or progression between claims and evidence	<b>EVIDENCE:</b> <input type="checkbox"/> Relevant, specific evidence that supports all claims in the argument <b>COMMENTARY:</b> <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	<b>EVIDENCE:</b> <input type="checkbox"/> Relevant evidence that supports all the claims in the student's argument <b>COMMENTARY:</b> <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 <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>	
	<b>0 POINTS</b>	<b>1 POINT</b>	<b>2 POINTS</b>	<b>3 POINTS</b>	<b>4 POINTS</b>	
	<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		
	<b>0 POINTS</b>	<b>1 POINT</b>	<b>2 POINTS</b>	<b>3 POINTS</b>	<b>4 POINTS</b>	

**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**

- 
- 
-