Grade 10, Unit 1

Embedded Assessment 2: Writing a Synthesis Paper

**Scoring Guide**

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| **Scoring Criteria** | **Exemplary** | **Proficient** | **Emerging** | **Incomplete** |
| **Ideas** | The essay   * has a clearly stated and strongly maintained claim that takes a specific position **(W.9-10.1a)** * Develops the argument effectively by integrating relevant evidence from a variety of texts and personal insights **(W.9-10.1b).** | The essay   * makes an effective claim with a specific position * Develops an argument sufficiently by integrating evidence from a variety of texts and personal experiences. | The essay   * has an unclear or insufficiently maintained claim, lacks focus, or does not take a position * Uses vague, irrelevant, or insufficient evidence to develop the argument. | The essay   * is not coherent and does not make a clear claim or state a position * Provides little or no evidence to develop an argument. |
| **Structure** | The essay   * uses an effective organization that establishes clear relationships among claims, counterclaims, reasons, and evidence **(W.9-10.4; 1a,b)** * introduces ideas smoothly, develops claims and counterclaims fairly, and provides a satisfying conclusion **(W.9-10.4; 1b,e)** * Uses appropriate and varied transitions (**W.9-10.1c)**. | The essay   * uses an adequate organization that establishes relationships among claims, counterclaims, reasons, and evidence * introduces ideas, develops claims and counterclaims, and provides a conclusion * Uses some varied transitions. | The essay   * uses an inconsistent or confusing organization * does not develop claims and counterclaims and/or conclude ideas * Uses weak, repetitive, or insufficient transitions. | The essay   * uses a confusing organization and/or does not link ideas * does not develop claims and counterclaims or provide a conclusion * Uses weak or no transitions. |
| **Use of Language** | The essay   * uses diction and syntax that convey a formal, authoritative voice **(W.9-10.1d )** * correctly embeds and punctuates parenthetical citations **(L.9-10.3a)** * Demonstrates strong command of conventions for grammar, usage, capitalization, punctuation, and spelling **(L.9-10.1;2c).** | The essay   * uses diction and syntax that convey a formal voice * uses generally correct parenthetical citations, with appropriate punctuation * Demonstrates adequate command of conventions for grammar, usage, capitalization, punctuation, and spelling. | The essay   * does not use appropriate diction or formal voice * omits parenthetical citations * Demonstrates partial or insufficient command of conventions; errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning. | The essay   * uses inappropriate diction and informal voice * omits parenthetical citations * Demonstrates little command of conventions; numerous errors in grammar, usage, capitalization, punctuation, and/or spelling interfere with meaning. |

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| SLO Points | Writing rubric points | Level | Rubric Scores |

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| 8 | 12 pts | **Exceeding Standards (High)** | All 4s on the Rubric |
| 7 | 11 pts | **Exceeding Standards (Low)** | Two 4s and one 3 |
| 6 | 10 pts | **Meeting Standards (High)** | One 4 and two 3s |
| 5 | 8 or 9 pts | **Meeting Standards (Low)** | Three 3s or Two 3s and One 2 |
| 4 | 7 pts | **Developing Standards (High)** | Two 2s and One 3 |
| 3 | 5 or 6 pts | **Developing Standards (Low)** | All 2s or Two 2s and One 1 |
| 2 | 4 pts | **Emerging Standards (High)** | One 2 and Two 1s |
| 1 | 3 pts | **Emerging Standards (Low)** | All 1s |