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.
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| **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.
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| **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 |