

2017 Synthesis Paper

Criteria	Exceptional	Advanced	Proficient	Needs Work	Lack of Effort
<p><b>FOCUS (20%)</b>  <b>The text introduces a clear and arguable thesis that logically progresses from one claim to the next without extraneous information</b></p>	<p>The text introduces a dynamic and focused thesis that clearly arguable and takes a purposeful position on an issue. The text is logically structured with claims that are carefully ordered. Smooth transitions move the reader from one paragraph to the next. No extraneous information or superfluous language is presented.</p>	<p>The text introduces a precise thesis that is clearly arguable and takes an identifiable position on an issue. The text is effectively structured with claims that are ordered. Transitions move the reader from one paragraph to the next. Little extraneous information or superfluous language is presented.</p>	<p>The text introduces a thesis that is clearly arguable and takes an subtle position on an issue. The text is structured with claims that may be better ordered. A few transitions move the reader from one paragraph to the next. Some extraneous information or superfluous language may be presented.</p>	<p>The text lacks a clear thesis that is clearly arguable or suggested a vague position. The text may have missing claims or should be ordered or more effectively. The text lacks transitions. Extraneous information or superfluous language is presented.</p>	<p>The text demonstrates a lack of understanding or effort in regard to focus and development.</p>
<p><b>EVIDENCE (20%)</b>  <b>The text provides sound data and evidence to support the thesis and claims. A variety of credible sources including an interview, book, 3 scholarly journals.</b></p>	<p>The text expertly provides convincing and relevant data and evidence to support the thesis and claims and uses the most credible and varied sources including a high-end interview, reputable book, three sophisticated scholarly journals. The writer's argument is not subsumed by the evidence</p>	<p>The text provides relevant data and evidence to support the thesis and claims and uses the most credible and varied sources including a solid interview, book, three scholarly journals. The writer's argument is not often subsumed by the evidence</p>	<p>The text provides some data and evidence to support the thesis and claims and uses varied sources including an interview, a book, three scholarly journals. The writer's argument is at times subsumed by the evidence.</p>	<p>Text provided little or too much data /evidence. Text may be a piecing together of evidence without articulation by author. Claims may be ill-supported by the evidence offered. Evidence may be missing one or more of the required sources: an interview, a book, three scholarly journals. Writer's argument may be significantly subsumed by the evidence.</p>	<p>The text demonstrates a lack of understanding or effort in regard to evidence.</p>
<p><b>TECHNIQUE (20%)</b>  <b>The text adheres to all the assignment's requirements including writing techniques such as definition, narrative, causation, comparison, and scientific data. Text addresses counterarguments.</b></p>	<p>The text consistently addresses the audience's knowledge/expectations while expertly using a variety of research and writing techniques such as definition, narrative, causation, comparison, and scientific data. Text addresses counterarguments with adept skill and a timely manner.</p>	<p>The text addresses well the audience's knowledge/expectations while effectively using a variety of research and writing techniques such as definition, narrative, causation, comparison, and scientific data. Text addresses counterarguments with skill..</p>	<p>The text addresses the audience's knowledge/expectations and uses most of the research and writing techniques. Text addresses counterarguments.</p>	<p>The text does not addresses well the audience's knowledge/expectations nor are a variety of research and writing techniques employed. Text may not or does little addressing of counterarguments.</p>	<p>The text demonstrates a lack of understanding or effort in regard to technique.</p>

<p><b>SYNTHESIS (20%)</b>  <b>Text uses analysis and synthesis (internal conclusions) to link major sections (claims and evidence) back to thesis. Text creates cohesion and clarifies relationship between thesis and reasons (claims), reasons and evidence, and between claims and counterclaims including writing techniques such as definition, narrative, causation, comparison, and scientific data.</b></p>	<p>The text strategically uses analysis and synthesis (internal conclusions) to link the major sections (claims and evidence) back to the thesis. The text creates cohesion and clarifies the relationship between the thesis and reasons (claims), the reasons and the evidence, and between the claims and counterclaims including writing techniques such as definition, narrative, causation, comparison, and scientific data.</p>	<p>The text skillfully uses analysis and synthesis (internal conclusions) to link the major sections (claims and evidence) back to the thesis. The text creates cohesion and clarifies the relationship between the thesis and reasons (claims), the reasons and the evidence, and between the claims and counterclaims including writing techniques: definition, narrative, causation, comparison, and scientific data.</p>	<p>Text uses analysis and synthesis) to link the major sections back to thesis-- but as effectively as it should. Text attempts to create cohesion and clarification between the thesis and reasons (claims), the reasons and the evidence, and between the claims and counterclaims including writing techniques such as definition, narrative, causation, comparison, and scientific data.</p>	<p>The text lacks appropriate analysis and synthesis. The text does not create cohesion and clarification between the thesis and reasons (claims), the reasons, and the evidence, and between the claims and counterclaims and may have some weak or missing writing techniques.</p>	<p>The text demonstrates a lack of understanding or effort in regard to analysis and synthesis.</p>
<p><b>MECHANICS (5%)</b>  <b>The text presents a formal, objective tone demonstrates standard English conventions of usage &amp; mechanics, while presenting appropriate level of vocabulary, diction, &amp; syntax.</b></p>	<p>The text presents an engaging formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics, while offering a sophisticated level of diction and syntax. No usage errors are apparent.</p>	<p>The text presents formal and objective tone. The text uses standard English conventions of usage and mechanics, while offering a strong level of diction and syntax. Few usage errors are apparent.</p>	<p>The text presents an even tone. The text uses standard English conventions of usage and mechanics, while offering an adequate level of diction and syntax. Usage errors are apparent.</p>	<p>The text presents an uneven tone. Errors in Standard English conventions of usage and mechanics disrupt the reader's flow. The level of diction and syntax are below grade level.. Several usage errors are present</p>	<p>The text demonstrates a lack of understanding or effort in regard to grammatical usage and writing conventions.</p>
<p><b>REVISION (15%)</b>  <b>This text is improved over time. Text incorporates peer feedback, teacher feedback, and lessons from class.</b></p>	<p>The text improved significantly over time-- clearly embracing peer feedback, teacher feedback, and lessons from class while using authorial discretion.</p>	<p>The text improved significantly over time but may have not embraced peer feedback, teacher feedback, and lessons from class or using authorial discretion as well as the exceptional paper has.</p>	<p>The text improved over time but may have not embraced the best peer feedback, teacher feedback, and lessons from class.</p>	<p>The text improved but only slightly and may have not embraced peer feedback, teacher feedback, and lessons from class nor employed authorial discretion.</p>	<p>The text did not improve beyond fixing typos and surface issues.</p>
<p><b>MLA FORMAT</b>  <b>The text follows Modern Language Association conventions including formatting, in-text citations, and works cited/consulted.</b></p>	<p>You are ready for your dissertation...at least in regard to MLA formatting and documentation. The text has perfect application of MLA format and documentation.</p>	<p>The text demonstrates a strong effort to adhere to MLA formatting and documentation requirements but a few errors are present (-5 points)</p>	<p>The text demonstrates an attempt to adhere to MLA formatting and documentation requirements but a some errors are present (-10 points)</p>	<p>The text demonstrates little attention to MLA formatting and documentation; several errors are present (-15 points)</p>	<p>Text shows a lack of understanding or effort in regard to MLA formatting/ documentation (20-30 points)</p>
<p><b>OVERALL RESPONSE:</b></p>					

