# Synthesis Essay Rubric:

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| **Curricular**  **Competency** | **Extension 10/9** | **Proficient 8.5/7.5** | **Developing 7/6** | **Emerging 5.5/0** |
| I can use Canadian spelling, **grammar**, and **punctuation** proficiently and appropriately to the context. | I make **no** errors in my spelling, grammar and punctuation. My points are clear in my writing.  Strong command of the English language. | I make **some** errors in my spelling, grammar and punctuation. **It does not hinder the message in my writing**.  Shows some command of the English language. | I make **a lot of** errors in my spelling, grammar, and punctuation. It does **hinder** the message in my writing, but my overall message is clear in my writing. | I make errors in my spelling, grammar and punctuation. **My points are difficult to understand** because my writing is not clear. |
| **Opening Statement and Conclusion** | **Hook has hooked me ☺**  **Strongly and clearly states the compare and contrast of both sources in the thesis.**  **The “so what” is insightful**  Background info is interesting, insightful and relevant  **Conclusion is strong with a powerful ending** | **Clearly states how these sources reflect the similarities and differences in the thesis.**  **The “so what” is interesting and relevant but could be more insightful**  Intro may be basic. More creativity or interest needed in hook and setting. May be missing something.  **Conclusion wraps up argument but could be stronger.** | **States how sources compares and contrasts but thesis may be confusing or basic**.  **The “so what” is predictable or irrelevant or basic**  **Intro is missing information or is incorrect in formatting**  Conclusion may or may not wrap idea argument.  **May be missing key ideas** | **Intro and/or conclusion is weak or absent**  Missing a lot of key information such as background info, etc.  **Basic writing**  **Thesis needs more insight, and/or better wording** |
| Use acknowledgements and citations to recognize intellectual property rights | I know and can clearly use citations to prove my point in my writing. | I know how to cite information correctly in my writing. | I struggle with how to use a citation correctly in my writing. | I do not know how or when I should use citations in my writing. |
| Express and support an opinion with evidence | I can express and support my opinion **with strong and insightful** evidence that reflect the thesis and answer the question  Evidence may be unique or new | I can express and support my opinion with evidence that reflect the thesis and answer the question | I can express my opinion, but I **struggle** supporting my ideas with strong evidence. I **may not have fully answered the question** with my evidence | I struggle to express my opinion. I struggle to find evidence to support my opinions and/or answer the question |
| **Supporting Details (quotes and evidence from novel)** | **Provides strong details, reasons and/or examples in support of the thesis.**  Quotes **enhance** the argument and are explained  Quotes are relevant and strong. They may be original but show a deep understanding of the text | **Provides details, reasons and/or examples in support of the thesis**.  Evidence fits to the argument. May be slightly irrelevant to thesis or weak  Quotes are relevant and enhance argument. Shows an understanding of the text. May need to be explained more. | **Provides some reasons and/or example in support of the thesis**.  Evidence may be weak or not match argument.  Quotes could be more relevant. They may not enhance the evidence  Little to no explanation of quotes | **Provides little or no support of the opinion.**  Support is weak or irrelevant.  Quotes are missing or irrelevant |
| **Think critically, creatively, and reflectively to analyze ideas within, between, and beyond text** | I can think **critically** and **reflectively** to help analyze within texts. | I can think **critically** and analyze ideas within texts. | I can analyze within texts, but I struggle to critically show my ideas. | I understand the text.  How do I show my critical thinking in terms of my analysis? |
| **Appreciate and understand how language constructs personal, social and cultural identities** | My thesis and evidence show with **insight and clarity** I can appreciate and understand how the author used language to express and construct their identity. May present **new ideas** | My thesis and evidence show I can **appreciate and understand** how the author used language to express and construct their identity | My thesis and evidence need more insight and/or it can be stronger. **Evidence may not show an appreciation or understanding** of the author’s use of language to express identity | An understanding of how language constructs identities is **developing**. Evidence and/or thesis is **incorrect or weak** |
| **Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact**(if applicable) | I can **easily evaluate** how literary elements, techniques and devices shape meaning and text.  May present **new ideas** and/or show a **firm understanding** of how these devices reflect meaning. | I can **evaluate** how literary elements, techniques and devices shape meaning a text.  I **understand** how the authors use these devices to reflect meaning. | **With support**, I can evaluate how literary elements, techniques and devices shape meaning and text.  May need a stronger understanding of how these devices reflect meaning | I am **still learning** to evaluate how literary elements, techniques and devices shape meaning and text.  I don’t fully understand how these devices reflect meaning |
| **Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors** | I can identify the context, values and perspectives using literary lens. My understanding of the factors and contexts are **insightful** and show a **deep** understanding of the world. **I can go beyond the obvious.** | I can identify the context, values and perspectives using literary lens. My understanding of the factors and contexts could go deeper and show more **insight**. Analysis could go beyond the obvious. | I can identify the context, values and perspectives using a literary lens, but the analysis may be simple. May miss the bigger ideas. | I am still learning to identify context and perspectives in text. |

**Comments :**