# 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. |
| **OpeningStatement 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  |
| **SupportingDetails (quotes and evidence from novel)** | **Provides strong details, reasons and/or examples in support of the thesis.** Quotes **enhance** the argument and are explainedQuotes 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 weakQuotes 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 evidenceLittle 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 :**