

Name:			Date:			Pd:	
AP Language and Composition Synthesis Rubric – NEW Anderson and Phillips 2019							
Thesis (0-1 point)							
0 Points For any of the following: -There is <b>no defensible thesis</b> -The intended thesis only <b>restates</b> the prompt -The intended thesis provides a <b>summary</b> of the issue with no apparent or coherent claim -There is a thesis, but it <b>does not respond to the prompt</b>				Additional Notes on Scoring: -Only <b>restates</b> the prompt. - <b>Does not take a position</b> , or the position is vague or must be inferred. - <b>Equivocates or summarizes</b> other's arguments but not the student's (e.g., some people say it's good, some people say it's bad). - <b>States an obvious fact</b> rather than making a claim that requires a defense.			
1 point Responds to the prompt with a thesis that presents a defensible position. Respond to the prompt rather than restate or rephrase the prompt, and the thesis clearly takes a position rather than just stating that there are pros/cons.							
Evidence and Commentary (0-4 points)							
0 Points -Simply <b>restates</b> thesis (if present) <b>OR</b> - <b>Fewer than 2</b> of the provided sources are referenced <b>OR</b> -Provides <b>examples</b> that are generally <b>irrelevant</b> and/or <b>incoherent</b>				Additional Notes on Scoring: -Are <b>incoherent</b> or <b>does NOT address the prompt</b> . -May be just <b>opinion</b> with <b>NO textual references</b> or references			
1 point -Provides evidence from or references <b>at least TWO</b> of the provided sources -Evidence provided must be <b>relevant to the subject of the prompt</b> <b>AND</b> provides <b>little</b> OR <b>no commentary</b>				-Tends to focus on <b>summary</b> or <b>description of sources</b> rather than specific details.			
2 points -Provides evidence from or references <b>at least THREE</b> of the provided sources -Evidence provided must be relevant to the subject of the prompt <b>AND</b> -Provides commentary; <b>however</b> , it <b>repeats, oversimplifies, or misinterprets the cited information or evidence</b> .				-Consists of a <b>MIX of specific evidence and broad generalities</b> . -May contain <b>some simplistic, inaccurate, or repetitive explanations</b> that <b>does not strengthen</b> the argument. -May make <b>ONE</b> point well, but either <b>does not make multiple supporting claims</b> or <b>does not adequately support</b> more than <b>ONE</b> claim. -Does <b>not explain the connections or progression</b> between the student's claims, so a <b>line of reasoning is not clearly established</b> .			
3 points -Provides evidence from or references <b>at least THREE</b> of the provided sources -Evidence provided must be <b>relevant</b> to the thesis <b>AND</b> -Provides commentary that explains the relationship between evidence and the thesis; <b>however</b> , commentary is <b>uneven, limited, or incomplete</b>				- <b>Uniformly</b> offers evidence to support claims. - <b>Focuses</b> on the importance of <b>specific words and details</b> from the sources to build an argument. - <b>Organizes</b> an argument as a <b>line of reasoning</b> composed of multiple supporting claims. - <b>Commentary may fail to integrate some evidence OR fail to support a key claim</b> .			
4 points -Provides evidence from or references <b>at least THREE</b> of the provided sources -Evidence provided must be <b>relevant</b> to the thesis <b>AND</b> -Provides <b>well-developed</b> commentary that <b>consistently and explicitly explains</b> the relationship between the evidence and thesis				- <b>Uniformly</b> offers evidence to support claims. - <b>Focuses</b> on the importance of <b>specific words and details</b> from the sources to build an argument. - <b>Organizes AND supports</b> an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence <b>that is clearly explained</b> .			
Sophistication (0-1 point)							
0 points -Does not meet the criteria for 1 point				- <b>Attempts to contextualize</b> their argument, but such attempts consist predominantly of sweeping generalizations. -Only <b>hints</b> at or suggest other arguments. -Uses <b>complicated or complex sentences</b> or language that is <b>ineffective</b> because they <b>do not enhance</b> the argument.			
1 point -Demonstrates <b>sophistication</b> of thought and/or a complex understanding of the rhetorical situation				Responses that earn this point may demonstrate any of the following: -Crafting a <b>nuanced</b> argument by <b>consistently</b> identifying and <b>exploring complexities or tensions</b> across the sources. - <b>Articulating the implications</b> or limitations of an argument (either the student's argument or arguments conveyed in the sources) by situating it within a broader context. -Making <b>effective rhetorical choices</b> that consistently <b>strengthen the force and impact of the student's argument</b> throughout the response. -Employing a <b>style</b> that is <b>consistently vivid</b> and <b>persuasive</b> .			
Score	6 = 98 Superb-Excellent	5= 88 Excellent-Very Good	4= 78 Good-Adequate	3= 68 Adequate-Developing	2= 60 Developing-Poor	1= 55 Poor	