Read all the way to the bottom

Insert Grade Here (E, A, I)	Effective (95)	Adequate (83)	Inadequate (70)
	Thesis brings fresh insight to the issue and reflects college level vocabulary/syntax	Thesis is clear and responds to the issue at hand	Thesis may be unclear or does not clearly address the issue
	Topic sentences provide a logical map of the essay, follow from the thesis, and hint at the significance of the argument (Topic Sentence Frames)	Topic sentences provide a logical map of the essay that follow from the thesis (Topic Sentence Frames)	Topic sentences are not necessarily logical or are disconnected from the thesis
	Clear understanding of how the sources constitute a conversation about the question posed in the promps	Demonstrates comprehension of sources	Misreads/misunder stands sources
	Develops argument by **effectively** synthesizing* at least **three of the sources. Uses sentence stems to link sources: Click here**	They develop their argument by **adequately** synthesizing at least **three of the sources. Uses sentence stems to link sources: Click here**	Includes less than three sources and does not synthesize
	Evidence and explanations used are appropriate and convincing.	The evidence and explanations used are appropriate and sufficient.	Evidence or explanations are inappropriate, insufficient, or unconvincing
	Source material is smoothly integrated into the student's own prose and cited correctly.	Links between the sources and the argument are clear.	Links between the sources and the argument may be strained.
		Appropriately cites sources in summary and direct quotes	Allude to knowledge gained from reading without citing

			sources
			Summarize or categorize sources: Makes a simpler task than the prompt requires.
			Relies on lengthy quotations rather than on the student's own commentary in developing the argument
			Makes unsubstantiated claims
			Grammatical issues
			Organizational issues