In answering the written-response synthesis question, students should be able to develop a unified and coherent essay from the texts you are given. Students must connect both texts to the topic they are given. Students should cite specific details, information from the texts and give at least one direct quote from each text.

<table>
<thead>
<tr>
<th>3 (Barely Adequate)</th>
<th>4 (Competent)</th>
<th>5 (Proficient)</th>
<th>6 (Superior)</th>
</tr>
</thead>
</table>
| -Both texts are discussed but understanding of one or both may be very superficial or have slight flaws | -A basic analysis of both texts is demonstrated (may be literal)  
- the task has been addressed but the thesis is basic and analysis is simplistic  
- References and quotations are present but limited  
- Some synthesis is present but may be superficial  
- May be reliant on plot summary or "re-telling" | -A strong analysis of both texts is demonstrated  
- The task has been addressed and the thesis is clear  
- References and quotations chosen accurately support the thesis  
- Synthesis is proficient and clear | -An insightful analysis of both texts is demonstrated  
- The task has been approached with a clear and sophisticated thesis  
- Details and quotations chosen are pertinent and convincingly support the thesis and analysis (strongly referenced)  
- Synthesis is superior and thoughtful (texts are combined)  
- The paper reflects engagement with BOTH texts |

| Little awareness of audience  
-Simple sentence structure, limited range of sentences  
-Repetitive and colloquial language (words are too casual)  
-Quotes are present but awkwardly incorporated | Voice and tone may be inconsistent  
-Some sentence variety  
-Word choice is appropriate, not concise  
-Difficulty expressing abstract ideas; may be redundant  
-Quotes are grammatically correct but not smooth in their incorporation | Appropriate voice and tone  
-Varied sentences  
-Word choice is varied; some complex vocabulary  
-Uses a variety of stylistic or rhetorical techniques  
-Quotes are competently worked into the writer's own words | Effective voice and tone; may use humour, irony, satire  
-Varied sentence create specific effects  
-Effective, economical word choice, strong verbs, adjectives  
-Takes risks, shows originality, inventiveness  
-Is aware of audience  
-Quotes are effectively woven into the writer's own words |

| Intro does not identify texts or reference question  
-Limited organization or structure  
-Connections between ideas unclear  
-Paraphrasing is illogical or omitted  
-Conclusion weak or absent | Intro mentions texts & question  
-Organization adequate but ineffective  
-Limited transitions  
-Discussion of one text not as well developed  
-Conclusion very short or formulaic | Intro references both texts and links both clearly to the question  
-Carefully and logically structured  
-Transitions connect paragraphs  
-References to both texts developed competently  
-Explicit, logical conclusion | Intro links both texts clearly to question in a thoughtful way  
-Structure is natural & spontaneous  
-Well chosen transitions create continuity, unity  
-Effectively developed references to both texts (paragraphs)  
-Satisfying conclusion has impact |

Frequent and noticeable errors in basic sentence structure, spelling, and grammar that distract the reader and may interfere with meaning | Includes noticeable errors that may cause reader to pause or re-read; often surface errors could be fixed by careful proofreading | Few errors that do not affect meaning; appears to have been carefully edited and proofread | Very few errors; these do not distract the reader |