Part B: Synthesis of Texts  In answering the written-response synthesis question, students should be able to develop a unified and coherent essay based on two of the texts you are given. Students must connect **both texts to the topic** they are given. Students should citing specific details, features and information from the texts and give at least one direct quote from each text.

| Score | 3 (Barely Adequate) | 4 (Competent) | 5 (Proficient) | 6 (Superior) |
|---|---|---|---|---|
| **Meaning/Content** (understanding of task, analysis and synthesis of texts, and provision of supporting evidence) | -Both texts are discussed but understanding of one or both may be very superficial or have slight flaws -there is an attempt to address the task but thesis is unclear or unfocused - little analysis is given for either text or analysis is very literal (or almost nothing is given for one of the texts) -no direct quotes are given or references are general or vague -synthesis is present but very limited *If only one text is referenced, then response will receive a "0". | -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 |
| **Style** Voice and tone Syntax Word Choice Stylistic Techniques Quote incorporation | -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 |
| **Form** Organization & Sequence Transitions Paragraphing Conclusion | -Intro does not identify texts or reference question -Limited organization or structure -Connections between ideas unclear -Paragraphing 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 |
| **Conventions** Spelling Sentence structure punctuation | 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 |

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