Synthesis Bootcamp / Prompt: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students will submit all material from the bootcamp process in a plain, tan file folder. Please submit items in the following order (feel free to check off each item, too):

|  |  |
| --- | --- |
|  | This rubric (name and prompt title on top; signed on bottom |
|  | FINAL TYPED ESSAY w/turnitin.com submission |
|  | Initial hand-written draft |
|  | Self-edited typed draft |
|  | Peer-edited typed draft |

**STEP 1: INITIAL DRAFT (hand-written and self-revised)**

**component points worth score comments**

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| --- | --- | --- | --- |
| Students complete the initial draft of the FRQ in the 50-minute time limit. If students are absent on the day of the draft, arrangements need to be made to complete the draft at home or after class (email instructor to arrange) | 5 | completion score only |  |
| Students type draft as is and complete a self-edit the following day in class. Self-edit should include identification of all the following in addition to any changes that need to be made.  1. Identify your thesis by underlining/highlighting it. Thesis must clearly answer the prompt by indicating what side of the issue you are on.  2. Topic sentences for BPs must be claims. These claims state what idea the student intends to prove in the BP.  3. Highlight/underline the sources. Makes sure you used at least three.  4. Count the number of words in each quote you pulled. If it’s over ten words, you need to cut the quote down somehow. | 10 |  |  |

**STEP 2: SECOND DRAFT (typed and peer revised)**

**component points worth score comments**

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| --- | --- | --- | --- |
| Students complete a second draft. This should be typed after careful consideration of the revision they made in Step 1 following their self-edit. Because this is typed, students should format their essay according to MLA guidelines (Works Cited page is not required) There should be substantial changes between this draft and the initial draft. | 5 | completion score only |  |
| Students include a peer-edited revision of the second draft in their portfolio. Peers should identify elements of the Toulmin model in essay they are editing. Additional edits should be made based on in-class analysis of the prompt/teacher recommendations. Additional revisions should further refine grammar/mechanics. Peers include a paragraph to justify the score they’ve given the peer-revised essay. | 5 |  |  |

**STEP 3: FINAL DRAFT (typed and teacher graded )**

**component points worth score comments**

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| --- | --- | --- | --- |
| Students complete a final draft. This should be typed after careful consideration of the revision their peers made in Step 2. This should MLA-formatted. Additionally, a turnitin.com submission must be . . . submitted. | 5 | completion score only |  |
| This iteration of the essay will be graded by the student’s English III instructor (that’s me!) using the rubric provided by College Board. | 9 = 20  8 = 19  7 = 18  6 = 17  5 = 16  4 = 15  3 = 14  2 = 13  1 = 12 |  |  |

**FINAL SCORE: \_\_\_\_\_\_\_\_\_\_\_/50**

**I attest that I have not violated the school’s honor code by reviewing material released on College Board’s website during this bootcamp. All honor code violations will be dealt with according to AK policy.**

**signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**