

Writer:

Essay 1: Rhetorical Analysis Rubric

Criteria	Levels of Achievement			
	4	3	2	1
Introduction thesis, & conclusion (x 6)	Intro provides context for the rest of the paper; thesis is explicit, specific, and clear; thesis is analytical in nature; conclusion recasts thesis and provides cohesion to whole paper 24	Either intro provides insufficient context for the rest of the paper, thesis is lacking in clarity, is too general or specific, OR conclusion fails to recast thesis effectively 18	Intro provides little context for the paper; thesis is implicit and hard to find; thesis is about the issue, not the analysis of the text; conclusion makes insufficient reference to thesis 12	Intro does not provide context for the paper or is irrelevant to analysis; thesis is undetectable; conclusion seems unrelated to the rest of the paper 6
Rhetorical triangle and rhetorical appeals (x 7)	Source text is thoroughly and effectively contextualized with well-supported analysis of structure, rhetorical triangle (audience, author, purpose), and rhetorical appeals (ethos, pathos, logos); focus is on analysis (not summary or author's own ideas of the issue); 28	Contextualization and analysis of source text is good and somewhat supported but could be improved; focus is mostly on analysis (not summary or author's own ideas of the issue) 21	Incomplete contextualization and analysis of source text; parts of rhetorical triangle or appeals may be missing; little support is provided; overuse of summary; use of discussion about the issue instead of analysis 14	Poor contextualization and analysis of source text; not supported by examples; overuse of summary and discussion about the issue (not the analysis) 7
Organization (x 5)	Smooth flow of ideas ordered in a logical sequence that effectively guides the reader; each paragraph has a well-supported clearly-stated main point; topic sentences focus on analysis; effective use of transitions 20	Flow of ideas could be more effectively sequenced; most paragraphs have clear and supported main point; most topic sentences focus on analysis transitions are present but could be improved 15	Ideas do not always flow in a logical, cohesive manner; paragraphs often do not have clear and supported main idea; topic sentences often focus on issue not analysis 10	Sequence of ideas and paragraphs seems aimless and haphazard; no transitions present; no topic sentences or topic sentences focus entirely on the issue, not the analysis 5
Audience Awareness (x 4)	Engages audience throughout paper; tone and word choice are appropriate for audience 16	Engages audience through most of the paper; can capture but not sustain interest; tone and word choice are mostly appropriate for audience 12	May appeal to a limited audience; has little engaging qualities; tone is inappropriate for audience & purpose 8	Neither captures nor sustains interest; may be overly emotional and opinionated to engage audience; 4
Language use & mechanics (x 3)	correct, appropriate, and varied integration of textual examples, including in-text citations; limited errors in spelling, grammar, word order, word usage, sentence structure, and punctuation; good use of academic English 12	mostly correct and appropriate integration of textual examples, including in-text citations; few errors <u>per page</u> in spelling, grammar, word order, word usage, sentence structure, and punctuation; very few problems with using academic English 9	many incorrect sentences structures integrating textual examples, including in-text citations; several errors <u>per paragraph</u> in spelling, grammar, word order, word usage, sentence structure, and punctuation; informal language used in multiple instances 6	pervasive incorrect sentence structures integrating textual examples; no in-text citations; many errors throughout in spelling, grammar, word order, word usage, sentence structure, and punctuation; informal or inappropriate language 3
Total possible	100	75	50	25

Score: