

Rhetorical Analysis Rubric

Name _____ Period _____

*** This assignment must be 3-4 full pages in length using MLA formatting in order to receive *any* credit.

	4	3	2	1
IDEAS X3	<ul style="list-style-type: none"> Accurate, purposeful, and thorough analysis of text with insight given for each rhetorical effect. Where appropriate, summary and context of text is detailed and purposeful. Key points clearly and effectively support thesis. Careful attention given to the context, language of the text, patterns, audience, purpose, arguments, persuasive appeals, and themes. Each key point firmly supported by accurate and detailed references to text. Elaboration clearly explains meaning of textual evidence and ties it to thesis. Clear, arguable interpretation or judgment of text is relayed throughout. 	<ul style="list-style-type: none"> Accurate and purposeful analysis of text. Summary and context of text is present but may be somewhat unnecessary or overdone. Key points support thesis with insight given for most rhetorical effects. Attention applied to the context, language of the text, patterns, audience, purpose, arguments, persuasive appeals, and themes. Most key points are supported by accurate and detailed references to text. Elaboration explains meaning of most textual evidence and ties it to thesis. Arguable interpretation or judgment of text is relayed throughout. 	<ul style="list-style-type: none"> Accurate analysis of text, though some relevant topics and rhetorical effects not discussed. Summary and context of text is fairly weak, empty, or overdone. Key points make an effort to support thesis, but fall short. Basic attention given to the context, language of the text, patterns, audience, purpose, arguments, persuasive appeals, and/or themes. Some key points are supported by references to text. Elaboration of textual evidence is vague at times and occasionally fails to tie it to thesis. Some interpretation or judgment of text is relayed throughout, though argument is weak. 	<ul style="list-style-type: none"> Analysis of text present, but inaccurate or weak at times, with little insight given for rhetorical effects. Necessary summary and context of text is often missing or excessive. Key points rarely support thesis. Little attention given to the context, language of the text, patterns, audience, purpose, arguments, persuasive appeals, and/or themes. Few direct references to the text are included. Minimal elaboration of textual evidence fails to fully connect to thesis. Weak interpretation or judgment of text may be sporadic at best and may be unarguable.
ORGANIZATION X2	<ul style="list-style-type: none"> Near flawless organization in logical, effective manner. Excels at using an organizational structure that is evident, easy for the reader to follow, and appropriate for the form of creativity. Title creatively encapsulates message of essay. Engaging opening grabs readers' attention with quotation or bold statement. Introduction accurately names complete title and author of text, provides relevant, necessary summary and context, and includes thesis that clearly identifies the rhetorical devices to be discussed and states the writer's main idea about their effects. Topic sentences purposefully establish main idea of paragraph, artfully support thesis, and provide smooth transition between paragraphs. Key points are in logical order by order of importance or chronology. Effective transitions used to make meaningful connections between ideas, sentences, and paragraphs. Conclusion restates thesis in a fresh and memorable way and ends with thought-provoking idea for readers to consider. 	<ul style="list-style-type: none"> Consistent organization in a logical, effective manner. Organization is present and works to carry the reader through the piece. Title encompasses message of essay. Interesting opening engages reader with quotation or bold statement. Introduction identifies author and text, but one is either incomplete or inaccurate, provides clear summary and context, and includes thesis that identifies the rhetorical devices to be discussed but does not clearly link them to the writer's main idea. Topic sentences establish main idea of paragraph, support thesis, and provide transition between paragraphs. Key points largely presented in logical order by order of importance or chronology, with few inconsistencies. Effective transitions used to make connections between most ideas, sentences, paragraphs, and stanzas. Conclusion accurately but dully restates thesis and ends with a pertinent closing thought. 	<ul style="list-style-type: none"> Organization attempts to draw conclusions in logical manner, but there are flaws. Structure may occasionally distract reader from content or creativity. Organization is attempted but only somewhat effective. Title relates to message of essay, but without flare. Opening is only minimally engaging or tangentially related to topic. Introduction names both the author and title, but both are either incomplete or inaccurate, provides some necessary summary and context, and includes thesis that either identifies the rhetorical devices or the main idea in a basic manner. Topic sentences somewhat establish main idea of paragraph, mostly support thesis, and provide limited transition between paragraphs. Key points presented in somewhat logical order with some attempt at order of importance or chronology. Reader is left to make many connections between ideas, sentences, paragraphs, and stanzas. Conclusion restates thesis but ends with a bland but intentional closing thought. 	<ul style="list-style-type: none"> Reader is often confused, but attempts have been made to organize the content. Author fails to create an organization that carries the reader through the piece. Structure of is very distracting from the content. Title is present, but bland or tangentially connected to message of essay. Opening is bland and lifeless, tangentially related to topic. Introduction fails to identify the title or the author, provides minimal summary and context, and includes weak thesis marginally connected to analysis of rhetorical devices. Topic sentences rarely establish main idea of paragraph, merely reflect thesis, and provide minimal transition between paragraphs. Organizational pattern is challenging to ascertain. Reader is often left to make connections between significant jumps in ideas, sentences, paragraphs, and stanzas. Writing seems very disjointed. Conclusion contains basic restatement of thesis and ends in a boring or inappropriate manner.

	4	3	2	1
WORD CHOICE, SENTENCE FLUENCY	<ul style="list-style-type: none"> Vocabulary is suitable for content and clearly conveys the writer's specific meaning. Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. Sentence fluency aids in the flow of the piece, with purposeful, varied sentence beginnings and lengths. Direct quotes smoothly and seamlessly flow with writer's own words. 	<ul style="list-style-type: none"> Vocabulary is suitable for content, but some word selections should be reconsidered due to lack of specificity or faulty meaning. Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. Sentence fluency attempted, with varied sentence beginnings and lengths. Direct quotes smoothly flow with writer's own words. 	<ul style="list-style-type: none"> Vocabulary mostly suitable for content, but many word selections need to be reconsidered. Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. Sentence structure rarely deviates, with few varied sentence beginnings and lengths. Direct quotes somewhat flow with writer's own words. 	<ul style="list-style-type: none"> Vocabulary is rarely suitable for grade level or content. Word selections are often bland, unspecific, or questionable. Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. Sentences are nearly all constructed in same manner, and some may cause the reader to stumble; sentences lack structure and appear incomplete or rambling. Direct quotes rarely flow with writer's own words.
VOICE	<ul style="list-style-type: none"> Writes in a way that illustrates author's own unique, but appropriate style. The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own." 	<ul style="list-style-type: none"> Writer's voice may become apparent throughout the paper, but the tone occasionally seems monotone or inappropriate. The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. 	<ul style="list-style-type: none"> Somewhat difficult for the reader to discern the writer's voice. Tone is often monotone or inappropriate. The writer relates some of his own knowledge or experience, but it adds little to the discussion of the topic. 	<ul style="list-style-type: none"> Very difficult for the reader to discern the writer's voice. Reader engagement is hindered by very monotonous, dull, or inappropriate writing. The writer has rarely tried to transform the information in a personal way. The ideas and the way they are expressed often seem to belong to someone else.
CONVENTIONS and PRESENTATIONS	<ul style="list-style-type: none"> Little to no errors in conventions. Standard English grammar, usage, spelling, punctuation, capitalization, and manuscript form, are used appropriately throughout piece. MLA citations are accurate and purposeful. Works Cited contains very few, minimal errors. 	<ul style="list-style-type: none"> Few errors in conventions. Standard English grammar, usage, spelling, punctuation, capitalization, and manuscript form are used with few problems. MLA citations are accurate. Works Cited has a few distracting errors. 	<ul style="list-style-type: none"> Errors in conventions are distracting. Standard English grammar, usage, spelling, punctuation, capitalization, and manuscript form disrupt readers' comprehension. Some inconsistencies with MLA citations. Works Cited has some distracting errors. 	<ul style="list-style-type: none"> Errors in conventions distract the reader from content. Minimal use of standard English grammar, usage, spelling, punctuation, capitalization, and manuscript form confuses the reader. MLA citations are present, but may be incorrect or occasionally missing. Works Cited has many distracting errors.
Writing Process	<ul style="list-style-type: none"> Each assigned draft was submitted on time and according to, or exceeding, the minimum requirements. Reflective and Accurate metacognitive submitted that includes thorough discussion of strengths, weaknesses, personal growth, plans, and personal evaluation according to the assignment guidelines. 	<ul style="list-style-type: none"> Each assigned draft submitted on time and according to the minimum requirements. Reflective and complete metacognitive submitted that includes some reflective discussion of strengths, weaknesses, personal growth, plans, and personal evaluation according to the guidelines, but may not be done consistently. 	<ul style="list-style-type: none"> Drafts submitted according to the minimum requirements. One draft may be late, missing or incomplete. Completed metacognitive submitted that includes brief discussion of strengths, weaknesses, personal growth, plans, and personal evaluation according to the guidelines. Metacognitive may be lacking personal reflection. 	<ul style="list-style-type: none"> Drafts submitted according to the minimum requirements. One or more drafts may be late, missing or incomplete. Discussion of strengths, weaknesses, personal growth, plans, and personal evaluation are overly brief, or missing. Metacognitive may be missing or might be lacking personal reflection.

My Points _____ ÷ # of Categories 9 = My Score _____, _____ %