PAP 2 - RUBRIC for Rhetorical Analysis

9 (105) -8 (100)

- well-focused and addresses the prompt directly and in a convincing manner
- an essay scored a 9 demonstrates exceptional insight and language facility
- an essay scored an 8 or a 9 combines adherence to the topic with excellent organization, content, insight, facile use of language, mastery of mechanics, and an understanding of the essential components of an effective essay (purpose and appeals)
- literary devices and/or techniques are not merely listed, but the effect of those devices and/or techniques is addressed in context of the passage
- although not without flaws, these essays are richly detailed and stylistically resourceful, and they connect the observations to the passage with smooth embedding of evidence
- descriptors that come to mind while reading this essay include: mastery, sophisticated, complex, specific, consistent, and well-supported

7 (95) – 6 (90)

- highly competent essays comprehend the task set forth by the prompt and respond to it directly, although some of the analysis may be implicit rather than explicit
- thinner version of the 9-8 paper in terms of discussion and supporting details, but it is still impressive, cogent, and generally convincing. It may also be less well-handled in terms of organization, insight, vocabulary, and text embedding
- demonstrates a clear understanding but is less precise and less well supported than a 9-8 paper
- demonstrates an adherence to the task, but deviates from course on occasion
- the mechanics are sound, but may contain a few errors which may distract but do not obscure meaning
- the inferences are for the most part accurate with no significant sustained misreadings
- an essay that scores a 6 is an upper-half paper, but it may be deficient in one of the essentials mentioned above
- it may be less mature in thought or less well-handled in terms of organization, syntax or mechanics. The analysis is somewhat more simplistic than found in a 7 essay, and lacks sustained, mature analysis, text may be embedded awkwardly

5 (85)

- overly simplistic in analysis, or rely almost exclusively on paraphrase rather than specific, textual examples
- may provide a plausible reading, but the analysis is implicit rather than explicit
- might provide a list of rhetorical strategies and devices present in the literature, but make no effort to discuss the effect that these devices have on the passage/message
- superficial, vague, and mechanical
- the language is simplistic and the insight is limited or lacking in development

LOWER LEVEL SCORES
A student cannot make an upper level score if the paper contains a number of serious mechanical errors or does not have references to the text.

4 (75) – 3 (65)

- lower-half essays have all the problems found in the 5 essay
- demonstrate significant sustained misreadings and provide little or no analysis
- maintain the general idea of the writing assignment, show some sense of organization, but are weak in content, maturity of thought, language facility, and/or mechanics
- may distort the topic or fail to deal adequately with one or more important aspects of the topic (example – author’s purpose)
- essays that are particularly poorly written may be scored a 3
- descriptors that come to mind while reading include: incomplete, oversimplified, meager, irrelevant, insufficient, lacking appeals/devices, summarizes text

2 (60) – 1 (50)

- makes an attempt to deal with the topic but demonstrates serious weakness in content and coherence and/or syntax and mechanics
- unacceptably short. poorly written on several counts, including numerous distracting errors in mechanics, and/or little clarity, coherence, or supporting evidence
- wholly vacuous, inept, and mechanically unsound essays should be scored a 1
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