

RHETORICAL ANALYSIS RUBRIC

This scoring guide helps you and I see some specific ways your writing is matching expectations (criteria!). No rubric can encompass everything a piece of writing can or needs to accomplish, so I will comment both about and beyond these categories to help you understand how this piece of writing is effective and how it (or future pieces) could be more effective. Your grade will be determined by a holistic evaluation of this piece of writing and the revision process it experience. Note: if for any category, the piece does not meet "Unsatisfactory" standards, it will receive no credit for that category.

	Excellent (A)	Competent (B)	Developing (C)	Unsatisfactory (D)
Introduction	The topic is introduced and connects to the thesis statement and the rest of the paper. Introduces rhetorical situation/appeals. Introduction helps reader understand the claims made in the paper. (15)	The topic is not clearly introduced or connects to thesis statement. More or different information was needed to help readers understand claims made in the paper. (12)	Hook and background information are about the candidate, but not about the claims made in the paper. (8)	Introduction is off topic and prohibits understanding of the paper. (5)
Thesis Statement	Thesis is explicit and clear: thesis has a claim regarding the rhetorical situation/appeals and purpose of speech. (10)	The thesis is somewhat vague: thesis has a claim, but is hard to find; thesis does not connect to purpose. (6)	Thesis is unclear and/or does not match the paper (4).	Thesis is not explicit and clear; there is no claim. (2)
Organization	Arrangement of paper enhances the central idea; effective transitions guide readers from one idea to the next; conclusion refines thesis and provides satisfying resolution. (10)	Arrangement of paper supports the central idea; the conclusion recasts the thesis and provides adequate cohesion to whole paper; transitions are sometimes ineffective. (6)	Arrangement is not effective, it provides minimal context for the rest of the paper; the conclusion recasts the thesis and provides minimal cohesion to whole paper. Transitioning is generally ineffective. (4)	Arrangement of paper does not support the central idea; transitions confusing or non-existent; conclusion off topic or underdeveloped. (2)
Ethos	Describes two elements that contain ethos and analyzes how effective they are—OR— Describes why this rhetorical appeal was not used by the author and analyzes the effectiveness of this choice. (15)	Describes one element that contains ethos and analyzes how effective it is—OR— Describe why this rhetorical appeal was not used by the author but does not analyze the effectiveness of this choice. (12)	Describes one element that contains ethos but does not analyze or state how effective it was. (8)	Does not mention the use of (or lack of) ethos or analyze how effective it is. (5)
Logos	Describes two elements that contain logos and analyzes how effective they are—OR— Describes why this rhetorical appeal was not used by the author and analyzes the effectiveness of this choice. (15)	Describes one element that contains pathos and analyzes how effective it is - OR - Describe why this rhetorical appeal was not used by the author but does not analyze the effectiveness of this choice. (12)	Describes one element that contains logos but does not analyze or state how effective it was. (8)	Does not mention the use of (or lack of) logos or analyze how effective it is. (5)
Pathos	Describes two elements that contain pathos and analyzes how effective they are—OR— describes why this rhetorical appeal was not used by the author and analyzes the effectiveness of this choice. (15)	Describes one element that contains logos and analyzes how effective it is - OR - Describe why this rhetorical appeal was not used by the author but does not analyze the effectiveness of this choice. (12)	Describes one element that contains pathos but does not analyze or state how effective it was. (8)	Does not mention the use of (or lack of) pathos or analyze how effective it is. (5)
Conventions	Superior Editing: professional essay with limited errors in spelling, grammar, word order, word usage, sentence structure, and punctuation. Author is effective in using academic language. MLA formatting followed with very few errors. (10)	Good Editing: professional essay with few errors per page in spelling, grammar, word order, word usage, sentence structure, and punctuation. Author may be too casual in writing. MLA formatting followed with some errors. (6)	Fair Editing: essay does not meet professional standards because of repeated problems per page with the following: spelling, grammar, word order, word usage, sentence structure, and punctuation. Author is too casual in several places. MLA formatting followed. with many errors. (4)	Careless Editing: several errors per paragraph in spelling, grammar, word order, word usage, sentence structure, and punctuation; informal language used in multiple instance and MLA formatting has many errors and missing Works Cited page. (2)
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