**ENG-105 Rubric: Rhetorical Analysis of a Public Document Assignment**

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| Criteria | % Value | 1: Unsatisfactory | 2: Less Than Satisfactory | 3: Satisfactory | 4: Good | 5: Excellent |
| **% Scaling** |  | 0% | 65% | 75% | 85% | 100% |
| **Content and Ideas – 60%** | | | | | | |
| Analysis of the appeals and the rhetorical situation | 40% | The analysis reflects no attention to the expectations of the genre and intended audience and no understanding of rhetorical analysis techniques including summarizing, analyzing the effectiveness of the rhetorical tools, and analyzing the rhetorical situation. Explanations do not reflect critical thinking. | The analysis reflects some attention to the expectations of the genre and intended audience and minimal understanding of rhetorical analysis techniques including summarizing, analyzing the effectiveness of the rhetorical tools, and analyzing the rhetorical situation. Explanations reflect minimal critical thinking. | The analysis reflects some attention to the expectations of the genre and intended audience and some understanding of rhetorical analysis techniques including summarizing, analyzing the effectiveness of the rhetorical tools, and analyzing the rhetorical situation. Explanations reflect some critical thinking. | The analysis reflects good attention to the expectations of the genre and intended audience and a good understanding of rhetorical analysis techniques including summarizing, analyzing the effectiveness of the rhetorical tools, and analyzing the rhetorical situation. Explanations reflect good critical thinking. | The analysis reflects outstanding attention to the expectations of the genre and intended audience and a thorough understanding of rhetorical analysis techniques including summarizing, analyzing the effectiveness of the rhetorical tools, and analyzing the rhetorical situation. Explanations of ideas reflect excellent critical thinking. |
| Use of evidence as support | 20% | Minimal or no evidence is included in the essay. Evidence requirements were not met. | Evidence is often missing or does not justify ideas. Few evidence requirements were met. | Evidence does not always justify ideas. Some evidence requirements were met. | Evidence usually supports and justifies ideas. Most evidence requirements were met. | Evidence is integrated effectively for the genre of a rhetorical analysis, justifies ideas, and enriches the essay. All evidence requirements were met. |
| **Organization – 10%** | | | | | | |
| **Organization** | 10% | No apparent organization is present. The organization of the essay hinders the presentation of the content. Many errors in organization occur including errors regarding the introduction and thesis, topic sentences, and a conclusion. | The organization of the essay hinders the presentation of the content. Many errors in organization occur including errors the introduction and thesis, topic sentences, and a conclusion. | The organization of the essay is unclear. Several errors in organization are present including errors regarding the introduction and thesis, body paragraph topic sentences, and the conclusion. | The essay is primarily logically organized but may contain minor organizational errors regarding the introduction and thesis, body paragraph topic sentences, and the conclusion. | The essay is logically organized. The Introduction engages readers and includes an explanation of the subject. The thesis statement is placed appropriately for a rhetorical analysis. Well-ordered paragraphs are developed around topic sentences and advance the essay’s ideas. The conclusion provides strong, satisfying ending, not a mere summary of the essay. |
| **Format – 10%** | | | | | | |
| **GCU Format and APA Citations** | 10% | GCU format requirements are not met including double-spacing, 12pt. Times New Roman font, one-inch margins, heading (with name, course, date, and instructor) on the first page, page numbers on all pages in a header, and half-inch paragraph indentations. Information, paraphrases, quotations, and borrowed ideas are not cited properly. Many significant format and/or citation errors are present, or in-text citations and/or references are missing. | Few GCU format requirements are met including double-spacing, 12pt. Times New Roman font, one-inch margins, heading (with name, course, date, and instructor) on the first page, page numbers on all pages in a header, and half-inch paragraph indentations. Minimal information, paraphrases, quotations, and borrowed ideas are cited properly. Many significant format and/or citation errors are present. Might be missing at least one in-text citation or reference. | Some GCU format requirements are met including double-spacing, 12pt. Times New Roman font, one-inch margins, heading (with name, course, date, and instructor) on the first page, page numbers on all pages in a header, and half-inch paragraph indentations. Some information, paraphrases, quotations, and borrowed ideas are cited properly. Some significant format and/or citation errors are present. | Most GCU format requirements are met including double-spacing, 12pt. Times New Roman font, one-inch margins, heading (with name, course, date, and instructor) on the first page, page numbers on all pages in a header, and half-inch paragraph indentations. Most information, paraphrases, quotations, and borrowed ideas are cited properly. Minor format and/or citation errors are present. | All GCU format requirements are met including double-spacing, 12pt. Times New Roman font, one-inch margins, heading (with name, course, date, and instructor) on the first page, page numbers on all pages in a header, and half-inch paragraph indentations. All information, paraphrases, quotations, and borrowed ideas are cited properly. |
| **Language Use and Style – 10%** | | | | | | |
| **Language Use and Style** | 10% | Voice and tone reflect no attention to the expectations of the genre and intended audience and rarely entail the clear and coherent communication of ideas. Word choice consistently conflicts with current standard usage. | Voice and tone reflect minimal attention to the expectations of the genre and intended audience and rarely entail the clear and coherent communication of ideas. Word choice frequently conflicts with current standard usage. | Voice and tone reflect some attention to the expectations of the genre and intended audience and sometimes entail the clear and coherent communication of ideas. Word choice sometimes includes current standard usage but contains errors. Some sentence structures strengthen the ideas, create vitality, and avoid choppiness in the writing. | Voice and tone reflect good attention to the expectations of the genre and intended audience and mostly entail the clear and coherent communication of ideas. Word choice includes current standard usage with minor errors. Most sentence structures strengthen the ideas, create vitality, and avoid choppiness in the writing. | Voice and tone reflect outstanding attention to the expectations of the genre and intended audience and enhance the clear and coherent communication of ideas. Word choice includes current standard usage. Sentence structures strengthen the ideas, create vitality, and avoid choppiness in the writing. |
| **Grammar and Mechanics – 10%** | | | | | | |
| **Grammar and Mechanics** | 10% | Demonstrates no control of grammar, spelling, and punctuation conventions.  Many errors, including pattern errors, appear in the essay, such as:  apostrophe use, capitalization, commas (misplaced or missing), parallelism, faulty point of view shifts, pronoun agreement, quotation errors, semicolons, colons run-ons, fragments, spelling errors, subject-verb agreement errors, and tense shifts. | Demonstrates minimal control of grammar, spelling, and punctuation conventions.  Many errors, including pattern errors, appear in the essay, such as:  apostrophe use, capitalization, commas (misplaced or missing), parallelism, faulty point of view shifts, pronoun agreement, quotation errors, semicolons, colons run-ons, fragments, spelling errors, subject-verb agreement errors, and tense shifts. | Demonstrates satisfactory control of grammar, spelling, and punctuation conventions.  Several errors, including pattern errors, appear in the essay, such as:  apostrophe use, capitalization, commas (misplaced or missing), parallelism, faulty point of view shifts, pronoun agreement, quotation errors, semicolons, colons run-ons, fragments, spelling errors, subject-verb agreement errors, and tense shifts. | Demonstrates good control of grammar, spelling, and punctuation conventions.  Few errors appear in the essay, such as:  apostrophe use, capitalization, commas (misplaced or missing), parallelism, faulty point of view shifts, pronoun agreement, quotation errors, semicolons, colons, run-ons, fragments, spelling errors, subject-verb agreement errors, and tense shifts. | Demonstrates outstanding control of grammar, spelling, and punctuation conventions.  No errors appear in the essay. |