English 10

Ibarra

Fall 2021

# Writing Project #2 (Rhetorical Analysis) Assessment Rubric

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| --- | --- | --- | --- | --- |
| Assessment | Exceeds Standards | Meets Standards | Approaches Standards | Does Not Meet Standards |
|  | Complete | Complete | Incomplete/Complete | Incomplete |
| Organization & Transitions | Paragraphs, sentences and ideas move fluidly with minimal to no confusion/listing | Paragraphs, sentences and ideas move with some listing and confusion | Language Coherence issues such as sentence structure, tense shifts, “listing” aspects which affect focus of essay | “Listing” and following the 5 Paragraph Form throughout essay |
| Thesis/Inquiry | Present, direct, concise, and specific that guides the essay | Present, but may not be specific and fully guide the essay | Still “working” within the essay, as it may not be directly present and concise | Use of the “3-points” version of thesis statement |
| Analysis & Synthesis of Rhetorical Strategies & Situation | Creates insightful connections of the “text” and it’s rhetorical “moves” | Insightful connections present but not fully/fluidly synthesized | Confusion in synthesis of the “doing” of the chosen “text”; more “textual” analysis present | Not present and continues to “tell” and not “show” analysis |
| MLA Format (Citations & Signal Phrases) | Proper in-text citations and signal phrases consistently throughout essay | May contain citations, with some/few inconsistencies | Inconsistencies and working through understanding how to proper signal phrase and use in-text citations | Attempting, but not fully developing properly MLA Format |
| Use of Sources & Quotations | Blends within essay fluidly, in an effective manner to support claims and analysis | Blends quotes in paragraphs to support claims; minor improvements needed | Minimal usage of quotes to support claims and may rely on sources to speak for the writer | No support of claims with quotes from sources, and uses to speak for the writer |