

# Rhetorical Analysis Rubric

	0	1	2	3	4
Thesis	<p>There is no defensible thesis. OR The intended thesis only restates the prompt. OR The intended thesis only summarizes the issue with no obvious or clear claim. OR The intended thesis does not respond to the prompt.</p>	<p>Student responds to the prompt with a defensible thesis that analyzes the writer's rhetorical choices.</p>			
Evidence and Commentary	<p>Student simply restates the thesis (if there is one), repeats information already provided, OR provides examples that are irrelevant.</p>	<p><b>EVIDENCE</b> Student provides evidence that is mostly general.</p> <p><b>AND</b></p> <p><b>COMMENTARY</b> The student summarizes the evidence but does not explain how the evidence supports the student's argument.</p>	<p><b>EVIDENCE</b> Student provides some specific, relevant evidence.</p> <p><b>AND</b></p> <p><b>COMMENTARY</b> The student explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p>	<p><b>EVIDENCE</b> Student provides <i>specific</i> evidence to support <i>all claims</i> in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY</b> The student explains how <i>some</i> of the evidence supports a line of reasoning.</p> <p><b>AND</b> The student explains how at least one rhetorical choice in the passage contributes to the writer's argument, purpose, or message.</p>	<p><b>EVIDENCE</b> The student provides <i>specific</i> evidence to support <i>all claims</i> in a line of reasoning.</p> <p><b>AND</b></p> <p><b>COMMENTARY</b> The student <i>consistently</i> explains how the evidence supports a line of reasoning.</p> <p><b>AND</b> The student explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.</p> <p>***This point cannot be awarded to an essay with significant and distracting grammatical or mechanical errors.</p>
Sophistication	<p>Student may attempt to explain context but only makes sweeping generalizations, only hints at other arguments, examines the author's choices but does not tie them together, oversimplifies the complexities in the text, or uses sentence structure and/or language that is more distracting than effective.</p>	<p>Student demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.</p>	<p>← Student may do any of the following to earn a score point of 1 for sophistication:</p> <ol style="list-style-type: none"> <li>1. Explain the importance or relevance of the writer's rhetorical choices (given the rhetorical situation).</li> <li>2. Explain a purpose or function of the passage's complexities or tensions.</li> <li>3. Use a prose style that is consistently vivid and persuasive.</li> </ol>		