**Rhetorical Analysis** **Question:** **General** **Analytic** **Rubric** **(adapted** **from** **Collegeboard.org)** **August** **2019**

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| **Row** **A:** **Thesis,** **0-1** **point** | | | | | | |
| **0** **points**   * There is no defensible thesis. * The intended thesis only restates the prompt. * The intended thesis provides a summary of the issue with no apparent or coherent claim. * There is a thesis, but it does not respond to the prompt. | | | | **1** **point**  Responds to the prompt with a defensible thesis that may establish a line of reasoning | | |
| **Responses** **that** **do** **not** **earn** **this** **point:** | | | | **Responses** **that** **earn** **this** **point:** | | |
| * The intended thesis only restates the prompt. * The intended thesis is vague, must be inferred, does not take a position, equivocates or summarizes other’s arguments but not the student’s (e.g., some people say it’s good, some people say it’s bad). * The intended thesis simply states an obvious fact rather than a making a claim that requires a defense. | | | | The thesis responds to the prompt rather than restating or rephrasing the prompt and clearly articulates a defensible thesis about the rhetorical choices the writer makes. | | |
| **Note:** Thesis may be one or more sentences anywhere in the response. Can be awarded the point whether or not the response successfully supports the reasoning. | | | | | | |
| **Row** **B:** **Evidence** **AND** **Commentary,** **0-4** **points** | | | | | | |
| **0** **points** | **1** **point** | | **2** **points** | | **3** **points** | **4** **points** |
| Simply restates thesis (if present).  ***OR*** Or Repeats provided info  ***OR*** Provides examples that are generally irrelevant and/or incoherent. | Summarizes the text without reference to a thesis.  ***OR*** Provides non-specific references to the text.  ***OR*** Provides references to the text that are vaguely relevant.  ***AND*** Provides little or no commentary. | | Makes textual references (direct quotes or paraphrases) that are relevant to the thesis.  ***AND***  Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence. | | Makes textual references (direct quotes or paraphrases) that are relevant to the thesis.  ***AND***  Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete. | Makes textual references (direct quotes or paraphrases) that are relevant to the thesis.  ***AND***  Provides well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis. |
| ***Typical*** ***responses*** ***that*** ***earn*** ***0*** ***points:*** | ***Typical*** ***responses*** ***that*** ***earn*** ***1*** ***point:*** | | ***Typical*** ***responses*** ***that*** ***earn*** ***2*** ***points:*** | | ***Typical*** ***responses*** ***that*** ***earn*** ***3*** ***points:*** | ***Typical*** ***responses*** ***that*** ***earn*** ***4*** ***points:*** |
| * Are incoherent or do not address the prompt. * May offer just an opinion or repeat ideas | Are predominantly restatements of ideas in the text (no analysis). | | * Provide commentary that links the evidence to the thesis but suggests misunderstanding of the passage or misrepresentation of the rhetorical choices made. * Provide evidence and commentary that are unconvincing (makes assertions or assumptions that are not really supported by the text). | | * Provide commentary that is developed and insightful in places but there are occasional lapses into description or minor inaccuracies. * Provide commentary that is clear but there are times when the link between the textual evidence and the thesis may be strained. | * Provide commentary that engages the details of the text to draw conclusions about rhetorical choices. * Integrate evidence from the text throughout to support the student’s analysis. |
| **Note:** Writing that suffers from grammatical and/or mechanical errors that interfere with communication cannot earn the fourth point in this row. | | | | | | |
| **Row** **C:** **Sophistication,** **0-1** **point** | | | | | | |
| **Responses** **that** **do** **not** **earn** **this** **point:** | | **Responses** **that** **earn** **this** **point** **may** **demonstrate** **a** **sophistication** **of** **thought** **or** **develop** **a** **complex** **literary** **argument** **by** **doing** **any** **of** **the** **following:** | | | | |
|  Attempt to contextualize the text, but such attempts consist of predominantly sweeping generalizations.   Only hint or suggest other arguments.   * Examine individual rhetorical choices but do not examine the relationships among different choices throughout the text.    Oversimplify complexities of the topic and/or the text.   Use complicated or complex sentences or language that are ineffective in that they do not enhance the argument. | | 1. Crafting a thesis that demands nuanced consideration of textual evidence to prove – and then successfully proves it.  2. Explaining the significance or relevance of an Interpretation within a broader context.  3. Engaging concession, rebuttal, and/or refutation of other arguments relating to the thesis.  4. Recognizing & accounting for contradictions and complexities within the text.  5. Making effective rhetorical choices that strengthen the force and impact of the student’s argument  6. Utilizing a prose that is vivid, persuasive, convincing, or appropriate to the student’s argument. | | | | |
| **Note:** This point should be awarded only if the demonstration of sophistication or complex understanding is part of the argument, not merely a phrase or reference. | | | | | | |