



Grade 9: Unit 3 Part B: Benchmark Assessment: Rhetorical Analysis Essay Rubric

Element	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
Ideas and Content	<ul style="list-style-type: none"> Conveys an accurate and in-depth understanding of the topic, audience, and purpose for the writing task that goes well beyond the literal level. Offers precise, insightful and thorough analysis and explanation of literary and rhetorical techniques employed. Supports position with compelling and credible evidence including direct quotations from and several references to the text. 	<ul style="list-style-type: none"> Conveys an accurate and complete understanding of the topic, audience, and purpose for the writing task that goes beyond the literal level. Offers clear and explicit analysis of literary and rhetorical techniques employed. Supports position with adequate and relevant evidence including some direct quotations from the text. 	<ul style="list-style-type: none"> Conveys a partially accurate and somewhat basic understanding of the topic, audience, and purpose for the writing task. Offers limited or partial analysis and explanation in response to the prompt. Attempts to support position with evidence; however, evidence may be minimal, irrelevant, or inadequate. 	<ul style="list-style-type: none"> Conveys a confused, incoherent, or largely inaccurate understanding of the topic, audience, and purpose for the writing task. Offers unclear analysis or unwarranted explanations that fail to respond to the question/prompt. Provides little or no evidence.
Organization	<ul style="list-style-type: none"> Masterfully establishes and maintains consistent focus on a clear and compelling thesis. Exhibits logical and sophisticated structure with claims, evidence and interpretations that convincingly support the thesis. Progresses with purposeful pacing and makes skillful use of transitional words and phrases. Concludes with purpose. 	<ul style="list-style-type: none"> Skillfully establishes and maintains focus on a clear thesis. Exhibits a logical and coherent sequence of claims, evidence, and interpretations to support the thesis. Progresses with controlled pacing and makes functional use of transitional words and phrases. Concludes with purpose. 	<ul style="list-style-type: none"> Establishes but sometimes fails to maintain focus on a thesis. Exhibits a somewhat logical sequence of claims, evidence, and interpretations; ideas within paragraphs may be inconsistently organized. Progresses at an awkward pace, making an inconsistent attempt to use basic transitional words and phrases. Vague or unsatisfying conclusion. 	<ul style="list-style-type: none"> Fails to include a thesis or thesis is confused or irrelevant; fails to maintain focus. Little attempt to organize ideas into a beginning, middle, and end, creating a lack of organization and coherence. Progresses with little or no sense of pacing; makes little or no attempt to use transition words or phrases. No conclusion.
Word Choice & Sentence Fluency	<ul style="list-style-type: none"> Incorporates stylistically sophisticated language; language is fluent, original, precise and engaging, with a notable sense of voice and awareness of audience and purpose. Correctly and effectively incorporates a range of varied sentence patterns and varied sentence beginnings in order to enhance meaning. 	<ul style="list-style-type: none"> Incorporates language that is fluent and precise, with a clear awareness of audience and purpose. Correctly incorporates varied sentence patterns and beginnings in order to support meaning. 	<ul style="list-style-type: none"> Incorporates appropriate but basic vocabulary and language, with limited awareness of audience and purpose. Makes some correct attempts to include different sentence patterns but with awkward or uneven success that sometimes impedes meaning. 	<ul style="list-style-type: none"> Relies on basic, imprecise, or sometimes unsuitable vocabulary with little or no awareness of audience or purpose. Reveals a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns.
Conventions & Presentation	<ul style="list-style-type: none"> Demonstrates control of the conventions with essentially no errors, even with sophisticated language. The document is expertly formatted as directed, and the formatting appeals to the audience. 	<ul style="list-style-type: none"> Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences); errors do not hinder comprehension. The document is consistently formatted as directed, and the formatting appeals to the audience. 	<ul style="list-style-type: none"> Demonstrates partial control; multiple errors sometimes hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words). The document is not consistently formatted as directed. 	<ul style="list-style-type: none"> Demonstrates lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang). The document is not formatted as directed.