



Grade 11: Unit 2 Part B: Benchmark Assessment: Rhetorical Analysis Essay Rubric

Element	4 Advanced	3 Proficient	2 Partially Proficient	1 Unsatisfactory
Ideas and Content	<p>In addition to a 3, writer:</p> <ul style="list-style-type: none">• Develops the topic by contextualizing and synthesizing relevant and significant information.• Offers a precise, insightful, and convincing analysis of rhetorical components and techniques employed in the illuminating episode.	<ul style="list-style-type: none">• Effectively introduces rhetorical strategies used by author or speaker and the overall purpose for these strategies.• Develops the topic with relevant, well-chosen evidence, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.• Offers a valid and generally detailed analysis of rhetorical strategies in relation to author or speaker's purpose.	<ul style="list-style-type: none">• Partially introduces rhetorical strategies used by author or speaker and the overall purpose for these strategies.• Develops the topic with relevant, evidence, concrete details, quotations, or other information and examples.• Offers a generally valid and adequate analysis of rhetorical strategies in relation to author or speaker's purpose.	<ul style="list-style-type: none">• Introduces only the rhetorical strategies used by author or speaker or the overall purpose of these strategies.• Integrates some relevant, evidence, concrete details, quotations, or other information and examples.• Offers some analysis or interpretation rhetorical strategies in relation to author or speaker's purpose.
Organization	<p>In addition to a 3, writer:</p> <ul style="list-style-type: none">• Manages the complexity of ideas so that each new element builds on that which precedes, creating a unified whole.	<ul style="list-style-type: none">• Uses organizational structures and strategies to establish clear relationships among the explanations, claims, evidence/examples, and interpretations supporting the thesis.• Provides a concluding statement or section that follows from and supports the argument presented, making important connections and/or distinctions when warranted.	<ul style="list-style-type: none">• Uses organizational structures to frame the relationships among the explanations, claims, evidence/examples, and interpretations supporting the thesis.• Provides a concluding statement or section that follows from the argument presented.	<ul style="list-style-type: none">• Loosely connects the explanations, claims, evidence/examples, and interpretations.• Provides a concluding statement or section.
Word Choice and Voice	<p>In addition to a 3, writer:</p> <ul style="list-style-type: none">• Uses particularly precise word choice and a wide vocabulary to speak with authority.	<ul style="list-style-type: none">• Establishes and maintains, using accurate domain-specific vocabulary, a style and tone appropriate for the audience and purpose.	<ul style="list-style-type: none">• Establishes a style and tone generally appropriate for the audience and purpose; however, lapses in precise and domain-specific word choice limit the author's credibility.	<ul style="list-style-type: none">• Inconsistently employs domain-specific vocabulary, instead relying on repetitive or vague language.

<p>Sentence Fluency</p>	<p>In addition to a 3, writer:</p> <ul style="list-style-type: none"> • Strategically manipulates syntax to <i>enhance</i> meaning. 	<ul style="list-style-type: none"> • Writes varied and strong sentences using various types of phrases and clauses to clearly convey complex ideas and concepts. • Uses words, phrases and clauses to link major sections of the text and to create clarity and cohesion. 	<ul style="list-style-type: none"> • Writes sentences of the same general length and pattern to adequately convey ideas and concepts. • Uses words, phrases, and clauses to connect major sections of the text. 	<ul style="list-style-type: none"> • Writes sentences of the same pattern. • Uses few words, phrases, and clauses to make connections between major sections of the text.
<p>Conventions</p>	<ul style="list-style-type: none"> • Writes correct and complete sentences in the active voice, either eliminating comma splices and run-ons or using them purposefully and effectively for intended effects. • Demonstrates a command of English by spelling, capitalizing, and punctuating correctly. 	<ul style="list-style-type: none"> • Consistently writes correct and complete sentences in the active voice, eliminating comma splices and run-ons (unless clearly intended to achieve specific effects). • Demonstrates a command of English such that errors in spelling, capitalizing, and punctuating, when they occur, do not impede meaning. 	<ul style="list-style-type: none"> • Writes generally correct and complete sentences, eliminating most comma splices and run-ons such that readability is not compromised. • Demonstrates a limited command of English such that errors in spelling, capitalizing, and punctuating rarely impede meaning. 	<ul style="list-style-type: none"> • Writes few correct and complete sentences, eliminating so few comma splices and/or run-ons that readability is compromised. • Demonstrates a poor command of English such that errors in spelling, capitalizing, and punctuating frequently impede meaning.