

**FYE Program at Marquette University**  
**Rubric for Scoring English 1 – Unit 1, Rhetorical Analysis**

| <b>Writing Conventions</b>  | <b>3 – Proficient Outcome<br/>(A, AB)</b>  | <b>2 – Competent Outcome<br/>(B, BC, C)</b>   | <b>1 – Developing Outcome<br/>(CD, D, F)</b>  |
|---|--|---|---|
| <b><i>Rhetorical Negotiation of</i><br/>PURPOSE &amp; AUDIENCE</b><br><br>The written text...                           | <ul style="list-style-type: none"> <li>• Effectively expresses purpose in the introduction and thesis statement</li> <li>• Effectively addresses class and teacher w/in common conversation about literacy<br/>→ Readers are definitely persuaded to consider the text’s ideas</li> </ul>  | <ul style="list-style-type: none"> <li>• Purpose <i>re</i> rhetorical analysis is discernible but not explicit</li> <li>• Addresses class and teacher w/in common conversation about literacy<br/>→ Readers are probably persuaded to consider the text’s ideas</li> </ul>                            | <ul style="list-style-type: none"> <li>• Vaguely expresses writer’s purpose in the intro</li> <li>• Gives little attention to audience<br/>→ Readers are confused and/or insulted and are not persuaded to consider the text’s ideas</li> </ul>   |
| <b>ORGANIZATION/LOGIC</b><br><br>Given the purpose and audience, the written text...                                    | <ul style="list-style-type: none"> <li>• Employs thesis statement that focuses writer’s summative point (“strong response”) about the text being analyzed.</li> <li>• Appropriately addresses the three parts of the assignment: summary, rhetorical analysis, strong response</li> <li>• Employs logical sequence of connected ¶s<br/>→ The organizational logic enhances a reader’s understanding of the text’s ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Employs thesis statement that establishes some organization for the paper</li> <li>• Employs clear arrangement of ¶s<br/>→ The organizational logic assists a reader’s understanding of the text’s ideas</li> </ul>  | <ul style="list-style-type: none"> <li>• Employs thesis statement that is formulaic or unrelated to the body ¶s</li> <li>• Employs confusing arrangement of ¶s<br/>→ Organization problems make it difficult for a reader to follow the text’s ideas</li> </ul>   |
| <b>DEVELOPMENT</b><br><br>Given the purpose and audience, the written text...   | <ul style="list-style-type: none"> <li>• Effectively frames ¶s around writer’s own points, which link to thesis</li> <li>• Effectively uses summary, paraphrase, and quotation from the analyzed text as evidence supporting those points</li> <li>• Effectively employs tactics of exposition</li> </ul>  | <ul style="list-style-type: none"> <li>• Frames ¶s around general statements</li> <li>• Uses summary, paraphrase, &amp; quotation to describe the analyzed text rather than to support points about it</li> <li>• Employs tactics of exposition within paragraphs</li> </ul>                          | <ul style="list-style-type: none"> <li>• States general points that are vague, confusing, or unrelated to thesis; or presents paragraphs without point sentences</li> <li>• Paragraphs serve mainly to summarize the analyzed text</li> <li>• Omits or uses confusing ¶ breaks</li> </ul>                 |
| <b>INTEGRATING SOURCE MATERIAL</b><br><br>Given the purpose and audience, the written text...                           | <ul style="list-style-type: none"> <li>• Uses smooth, clear attributive phrases and consistent MLA style parenthetical citations when referring to material from the text being analyzed or to any external material that is not common knowledge</li> <li>• Presents accurate MLA works cited list</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses attribution and internal MLA style citations with little awkwardness and few inconsistencies or errors</li> <li>• Presents competent MLA works cited list</li> </ul>  | <ul style="list-style-type: none"> <li>• Omits many attributive phrases and uses few or unclear internal MLA citations</li> <li>• Relies extensively on quotations</li> <li>• Presents incomplete or inaccurate MLA works cited list</li> </ul>   |
| <b>STUDENT EXPERT’S ETHOS</b><br><br>Given the purpose and audience, the written text employs an academic voice that... | <ul style="list-style-type: none"> <li>• Demonstrates comprehensive understanding of the content</li> <li>• Demonstrates personal engagement with the content (via the writer’s ideas, values, beliefs)<br/>→ Readers perceive this textual voice as reliable and trustworthy</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates general understanding of the content</li> <li>• Demonstrates some engagement with the content<br/>→ Readers perceive this textual voice as mostly unreliable</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates little or no understanding of the content</li> <li>• Demonstrates little or no personal engagement with the content<br/>→ Readers perceive this textual voice as unreliable</li> </ul>  |
| <b>READABILITY</b><br><br>The written text...   | <ul style="list-style-type: none"> <li>• Contains few or no errors in spelling, grammar, or punctuation</li> <li>• Effectively uses sentences with clear subjects and verbs</li> <li>• Uses well-chosen vocabulary for an effective academic style</li> </ul>  | <ul style="list-style-type: none"> <li>• Contains some distracting errors in spelling, grammar, punctuation, or uses ineffective sentence structure, but these problems do not interfere with a reader’s comprehension</li> <li>• Uses largely appropriate academic word choices and style</li> </ul> | <ul style="list-style-type: none"> <li>• Contains numerous distracting errors in spelling, grammar, punctuation, or sentence structure, some of which interfere with a reader’s understanding</li> <li>• Contains vocabulary choices that are confusing or inappropriate for an academic style</li> </ul> |