

FYE Program at Marquette University
Rubric for Scoring English 1 – Unit 4, Narrative Literacy

Writing Conventions	3 – Proficient Outcome (A, AB)	2 – Competent Outcome (B, BC, C)	1 – Developing Outcome (CD, D, F)
<p><i>Rhetorical Negotiation of PURPOSE & AUDIENCE</i></p> <p>The written text...</p>	<ul style="list-style-type: none"> • Effectively defines purpose to examine the rhetorical impact of the textual, cultural, and ethical dimensions of a narrative contained within a text that has broader purposes • Effectively addresses class and teacher as an audience curious to read about links among textual, cultural, and ethical dimensions of narrative in this context → Readers are definitely persuaded to consider the text’s ideas. 	<ul style="list-style-type: none"> • Defines purpose to examine the rhetorical impact of the textual, cultural, and ethical dimensions of a narrative contained within a text that has broader purposes • Addresses class and teacher as an audience curious to read about links among textual, cultural, and/or ethical dimensions of narrative in this context → Readers are probably persuaded to consider the text’s ideas. 	<ul style="list-style-type: none"> • Vaguely defines purpose and/or does not stipulate textual, cultural, and ethical dimensions of the narrative under analysis. • Gives little attention to audience. → Readers are confused and/or insulted and not persuaded to consider the text’s ideas.
<p>ORGANIZATION/LOGIC</p> <p>Given the purpose and audience, the written text...</p>	<ul style="list-style-type: none"> • Effectively employs an interpretive thesis statement to organize paper • Employs logical arrangement of ¶s • Employs logical arrangement of ideas within each ¶ • Effectively introduces and concludes paper → The organizational logic enhances a reader’s understanding of the text’s ideas. 	<ul style="list-style-type: none"> • Adequately employs an interpretive thesis statement to organize paper. • Employs clear arrangement of ¶s • Employs clear arrangement of ideas within each ¶ • Adequately introduces and concludes paper → The organizational logic assists a reader’s understanding of the text’s ideas. 	<ul style="list-style-type: none"> • Employs no thesis statement or one that does not organize the paper • Employs confusing arrangement of ¶s • Employs confusing arrangement of ideas within each ¶ • Employs vague introduction and/or summary conclusion. → Lack of purposeful organization makes it difficult for a reader to understand ideas.
<p>DEVELOPMENT</p> <p>Given the purpose and audience, the written text...</p>	<ul style="list-style-type: none"> • Effectively employs general points as reasons that support the thesis • Effectively states and ties in particular details (from narrative, containing text, and additional texts) as evidence • Effectively integrates additional sources (via summary, paraphrase, or quotation) 	<ul style="list-style-type: none"> • Adequately employs general points as reasons that support the thesis • Adequately states and ties in particular details (from narrative, containing text, and additional texts) as evidence • Adequately integrates additional sources (via summary, paraphrase, or quotation) 	<ul style="list-style-type: none"> • Does not explain general points as reasons that support the thesis, or states general points that are vague or confusing • Employs little or no evidence, or relies primarily on summary • Demonstrates ineffective use of additional sources
<p>INFORMATION LITERACY</p> <p>Given the purpose and audience, the written text...</p>	<ul style="list-style-type: none"> • Effectively recognizes and addresses needs for information from external sources • Effectively employs rhetorical analysis in discussion of all texts • Uses clear attributive phrases and effectively credits sources with consistent internal MLA style parenthetical citations • Presents accurate MLA works cited list 	<ul style="list-style-type: none"> • Recognizes and addresses needs for information from external sources • Pays some attention to rhetorical analysis in discussion of texts • Uses attribution and credits sources via internal MLA style parenthetical citations with only a few inconsistencies or errors • Presents competent MLA works cited list 	<ul style="list-style-type: none"> • Inadequately addresses needs for information from external sources • Pays little or no attention to rhetorical analysis in discussion of texts • Omits many attributive phrases and uses few or unclear MLA style citations • Presents incomplete or inaccurate MLA works cited list
<p>STUDENT EXPERT’S ETHOS</p> <p>the written text employs an academic voice that...</p>	<ul style="list-style-type: none"> • Demonstrates confident and authoritative understanding of the content • Demonstrates personal engagement with the content (ideas, values, beliefs) → Readers perceive this textual voice as reliable. 	<ul style="list-style-type: none"> • Demonstrates general understanding of the content • Demonstrates some personal engagement with the content → Readers perceive this textual voice as mostly reliable. 	<ul style="list-style-type: none"> • Demonstrates little or no understanding of the content • Demonstrates little or no personal engagement with the content → Readers perceive this textual voice as unreliable.

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<p style="text-align: center;">READABILITY</p> <p>The written text...</p>	<ul style="list-style-type: none"> • Contains few or no errors in spelling, grammar, punctuation, or sentence structure • Effectively uses sentences with clear subjects & verbs, parallelism, transitions • Shows evidence of having attended to old-new contract to enhance readability • Uses well-chosen vocabulary for an effective academic style 	<ul style="list-style-type: none"> • Contains some distracting errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension • Includes sentence sequences that need transitions, parallel structure, and/or application of old-new contract principles • Largely employs appropriate academic style 	<ul style="list-style-type: none"> • Contains numerous distracting errors in spelling, grammar, punctuation, or sentence structure, some of which interfere with a reader's understanding • Contains no evidence of attention to transitions, parallelism, or the old-new contract • Contains vocabulary choices confusing or inappropriate for an academic style