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| **Categories** | **Excellent (A)** | **Effective (B)** | **Adequate (C)** | **Developing (D)** |
| **Invention and Purpose** | Provides exceptional detail, depth, and clarity about each author’s*ethos* and the effects of a few other specific rhetorical elements of three articles from sources with different slants; interesting, sophisticatedanalysisdevelops through the paper | Provides solid detail, depth, and clarity about each author’s *ethos* and the effects of a few other specific rhetorical elements of three recent articles from sources with different slants; solid analysis develops as the paper progresses | Provides some detail and clarity about the effects of each author’s *ethos* and the effects of a few other specific rhetorical elements of three recent articles from sources with different slants; consistentanalysis | Provides little detail, depth, or clarity about the author’s *ethos* and the effects of other rhetorical elements; may use terms inaccurately or may not analyze recent articles from sources with different slants; confusing or incomplete analysis |
| **Arrangement and Audience Awareness** | Arrangement enhances the central idea; intro intrigues readers, provides helpful context, and prepares readers well; sophisticated transitions guide readers; conclusion refines thesis, provides a satisfying resolution | Arrangement supports the central idea and its development; introprovides context and prepares readers well; effective transitions guide readers; conclusion recasts thesis and provides a satisfying resolution | Arrangement mostly supports the central idea; introprovides limited context or reader preparation; transitions formulaic or not always effective; conclusion merely repeats thesis or provides little resolution | Arrangement doesn’t consistently support the central idea; intro provides little context or reader preparation; transitions missing or ineffective; relationship among ideas unclear; conclusion off-topic or underdeveloped |
| ***Ethos* and Evidence** | Evidence and overall content easily convince the reader that the author is credible andthat the analysis isvalid; evidence enhances writer’s claims | Evidence and overall content convince the reader that the author is credible and that the analysis is valid; evidence supports writer’s claims | Evidence and overall content somewhat convince the reader that that the author is credible and that the analysis is valid; evidence mostly supports claims | Evidence and overall content do not fully convince the reader that the author is credible and/or that the analysis is valid; evidence only somewhat supports writer’s claims |
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| **Style and Conventions** | Graceful language; exceptional control of standard writing and citation conventions appropriate to audience and genre; quotations seamlessly integrated into writer’s own sentences; very few errors | Control of writing and citation conventions for this audience and genre; quotations integrated into writer’s own sentences;few errors don’t significantly impede readability | Somecontrol of writingand/or citation conventions for this audience and genre; quotations sometimes integrated into writer’s sentences/ some dropped-in quotes; errors frequent and/or impede readability | Little control of writing and/or citation conventions for this audience and genre; quotations may not be integrated into writer’s sentences or may be excessive; frequent errors significantly impede readability |
| **Delivery** | Attractive, easy-to-read document meets format/ length expectations | Functional, easy-to-read document meets format and length expectations | Document only somewhat easy to read and/or meets some format and length expectations | Document may not be easy to read or maymeet few format or length expectations |
| **Post Write** | Revision choices carefully explained; questions answered in full detail; exceptionalreflection on the writing process and product | Revision choices explained; questions answered fully;thoughtful reflection on the writing process and product | Some revision choices explained; questions answered perfunctorily; somereflection on the writing process and product | Few revision choices explained; some questions answered; includes minimal reflection on the writing process and product |
| **Comments** | | | | |