

## Rhetorical Analysis Rubric

	4	3	2	1
<b>Introduction thesis, &amp; conclusion</b>	Intro provides context for the rest of the paper; thesis is explicit and clear; conclusion recasts thesis and provides cohesion to whole paper	Either intro provides insufficient context for the rest of the paper, thesis is lacking in clarity, OR conclusion fails to recast thesis effectively	Intro provides little context for the paper; thesis is implicit and hard to find; conclusion makes insufficient reference to thesis	Intro does not provide context for the paper; thesis is undetectable; conclusion seems unrelated to the rest of the paper
<b>Rhetorical triangle and rhetorical appeals</b>	Source text is thoroughly and effectively contextualized with well-supported analysis of structure, rhetorical triangle (audience, author, purpose), and rhetorical appeals (ethos, pathos, logos)	Contextualization and analysis of source text is good and somewhat supported but could be improved	Incomplete contextualization and analysis of source text; parts of rhetorical triangle or appeals may be missing; little support is provided	Poor contextualization and analysis of source text; not supported by examples
<b>Organization</b>	Smooth flow of ideas ordered in a logical sequence that effectively guides the reader; each paragraph has a well-supported clearly-stated main point	Flow of ideas could be more effectively sequenced; most paragraphs have clear and supported main point	Ideas do not always flow in a logical, cohesive manner; paragraphs do not have clear and supported main idea	Sequence of ideas and paragraphs seems aimless and haphazard
<b>Audience Awareness</b>	Engages audience throughout paper	Engages audience through most of the paper; can capture but not sustain interest	May appeal to a limited audience; has little engaging qualities	Neither captures nor sustains interest; may be overly emotional and opinionated to engage audience
<b>Language use &amp; mechanics</b>	Superior editing – limited errors spelling, grammar, word order, word usage, sentence structure, and punctuation; good use of academic English	Good editing – few errors per page in spelling, grammar, word order, word usage, sentence structure, and punctuation; very few problems with using academic English	Careless editing – several errors per paragraph in spelling, grammar, word order, word usage, sentence structure, and punctuation; informal language used in multiple instances	No editing – many errors throughout in spelling, grammar, word order, word usage, sentence structure, and punctuation; informal or inappropriate language
<b>Total Points _____ X 2 = Final Score _____ (out of 40)</b>				