

RHETORICAL ANALYSIS SCORING GUIDE – FALL 2019

BASED ON THE AP ENGLISH LANGUAGE AND COMPOSITION SCORING GUIDE

CRITERIA						
THESIS	0 POINTS				1 POINT	
	For <i>any</i> of the following: <ul style="list-style-type: none"> • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt. 				The thesis responds to the prompt with a defensible thesis that analyzes the writer’s rhetorical choices.	
EVIDENCE & COMMENTARY	0 POINTS	1 POINT	2 POINTS	3 POINTS	4 POINTS	
	Restates thesis OR Repeats provided information. OR Irrelevant or incoherent examples	Summarizes text without reference to a thesis. OR References to text are non-specific or vaguely relevant. AND Little or no commentary.	Textual references are relevant to thesis. AND Provide some commentary, but repeats, oversimplifies, or misinterprets evidence.	Textual references are relevant to thesis. AND Provides commentary that explains the relationship between evidence and thesis; but commentary is uneven, limited, or incomplete.	Textual references are relevant to thesis. AND Provides well-developed commentary that consistently and explicitly explains the relationship between evidence & thesis.	
	<i>Typical responses:</i> <ul style="list-style-type: none"> • Incoherent Does not address prompt. • Offers just opinion with little or no evidence. 	<i>Typical responses:</i> <ul style="list-style-type: none"> • Predominantly restates ideas in the text • There is no analysis 	<i>Typical responses:</i> <ul style="list-style-type: none"> • Commentary links evidence to thesis, but may misunderstand the passage or misrepresent rhetorical choices. • Evidence/commentary are unconvincing (assertions/assumptions not really supported by the text). 	<i>Typical responses:</i> <ul style="list-style-type: none"> • Commentary is developed and insightful in places, but there are occasional lapses into description or minor inaccuracies. • Commentary is clear, but at times, the link between textual evidence and thesis may be strained. 	<i>Typical responses:</i> <ul style="list-style-type: none"> • Commentary engages the details of the text to draw conclusions about rhetorical choices. • Integrate evidence from the text throughout to support student’s analysis. 	<i>Writing that suffers from grammatical or mechanical errors that interfere with communication cannot earn 4 points.</i>
SOPHISTICATION	0 POINTS		1 POINT			
	<i>Typical responses:</i> <ul style="list-style-type: none"> • Consists of predominantly sweeping generalizations. • Only hints or suggests arguments. • Examines individual rhetorical choices but not the relationships to each other throughout the text. • Oversimplify the text. • Use complicated or complex sentences or language ineffectively in ways that do not enhance analysis. 		Demonstrates sophistication of thought or a complex understanding of rhetorical situation.			
		Responses that earn this point do <u>any</u> of the following:				
		<ol style="list-style-type: none"> 1. Thesis is a nuanced consideration of textual evidence, and is proven successfully. 2. Explains significance/relevance of the text’s purpose within broader context. 3. Concession, rebuttal, or refutation is especially engaging and references the thesis. 4. Recognizes and accounts for contradictions or complexities within the text. 5. Makes effective rhetorical choices that strengthen the student’s argument. 6. Utilizes prose style that is especially vivid, persuasive, or appropriate. 				
		<i>This point is awarded only if the sophistication or complex understanding is part of the student’s argument, and not merely a phrase or reference inserted for the sake of sounding sophisticated.</i>				

GRADE CONVERSION

0	1	2	3	4	5	6
0-10	10-19	20-29	30-39	40-49	50-59	60-69

YOUR GRADE