

Rhetorical Analysis Assessment Rubric

	0 – Not met	1 – Baseline	2 – Milestone 1	3 – Milestone 2	4 – Capstone
Focus on Rhetorical Situation of Utterance	Paper does not address the rhetorical situation of the selected line(s).	Paper gestures at or makes reference to the rhetorical situation of the selected line(s), but does not integrate it into the whole essay.	Paper addresses the rhetorical situation of the selected line(s), but lacks clarity, focus, and a complete understanding of the rhetorical situation.	Paper addresses the rhetorical situation of the selected line(s), but does not address it comprehensively or clearly.	Paper clearly and comprehensively addresses the <i>rhetorical</i> situation of the selected line(s)—how it does persuasive work in that situation.
Attention to Language	Paper does not make reference to or use of the language of the line(s).	Paper makes reference to the language of the line(s), but does so without using the language as evidence for claims.	Paper makes use of evidence from the language of the line(s), but does so in an unclear, uncontextualized, and historically inaccurate way.	Paper makes use of evidence from the language of the selected line(s), but does not do so in a clear, contextualized, or historically accurate way.	Paper makes clear, well-contextualized, and historically accurate use of evidence from the language of the selected line(s).
Attention to Audience	Paper does not make reference to the audiences for the selected line(s).	Paper makes reference to the audiences for the selected line(s), but does no more.	Paper addresses the audiences for the selected line(s), but does so unclearly and without integrating the audience into the paper's claims.	Paper addresses the audiences for the selected line(s), but either does so unclearly or does not integrate the audience into the paper's claims.	Paper clearly and persuasively addresses the audiences for the selected line(s) in such a way that shapes the paper's main claims.
Thesis Statement	Paper contains no thesis statement.	Paper makes a broad, inarguable, uninterpretive claim that does not address the rhetorical situation of the line(s).	Paper makes a broad, interpretive claim about the line(s), possibly without addressing their rhetorical situation.	Paper makes a specific, interpretive claim about the line(s) that addresses the rhetorical situation.	Paper makes a clear, specific, interpretive claim about the line(s) that integrates the audience, speaker, and language of the line(s).
Writing Style and Clarity	Paper's prose is unacceptable.	Paper lacks clarity, topic claims, evidence, transitions, and other markers of standard academic prose. Paper contains significantly many proofreading or grammatical problems.	Paper is written in academic prose, but lacks in clarity. Paragraphs may lack topic claims, evidence, and transitions between ideas. Paper contains grammatical and stylistic unclarity.	Paper is written in standard academic prose, but lacks in clarity. Paragraphs contain topic claims, evidence, and transitions between ideas, but these are lacking in some way.	Paper is clearly and strongly written in standard academic prose. Paragraphs contain clear topic claims, well-contextualized evidence, and clear transitions between ideas.