

Name:			Date:			Pd:	
AP Language and Composition Rhetorical Analysis Rubric – NEW Anderson and Phillips 2019							
Thesis (0-1 point)							
0 Points For any of the following: -There is <b>no defensible thesis</b> . -The intended thesis only <b>restates</b> the prompt. -The intended thesis provides a <b>summary</b> of the issue with no apparent or coherent claim. -There is a thesis, but it <b>does not respond to the prompt</b> .				Additional Notes on Scoring: -Only <b>restate</b> the prompt. - <b>Fail to address</b> the <b>rhetorical choices</b> the writer of the passage makes. -Describe or <b>repeat the passage</b> rather than making a claim that requires a defense.			
1 point Responds to the prompt with a <b>defensible thesis</b> that <b>analyzes the writer's rhetorical choices</b> . Responds to the prompt rather than restate or rephrases the prompt and clearly articulates a defensible thesis about the rhetorical choices the writer makes.							
Evidence and Commentary (0-4 points)							
0 Points -Simply <b>restates</b> thesis (if present) <b>OR</b> - <b>Repeats</b> provided information <b>OR</b> -Provides <b>examples</b> that are generally <b>irrelevant</b> and/or <b>incoherent</b>				Additional Notes on Scoring: -Are <b>incoherent</b> or <b>do not address the prompt</b> . -May be <b>just opinion</b> with <b>NO textual references</b> <b>OR</b> <b>References</b> that are <b>irrelevant</b> .			
1 point - <b>EVIDENCE</b> : Provides evidence that is <b>mostly general</b> . <i>AND</i> - <b>COMMENTARY</b> : <b>Summarizes</b> the evidence but <b>does NOT explain how the evidence supports</b> the student's argument.				-Tend to focus on <b>summary</b> or description of a passage <b>rather than specific details or techniques</b> . - <b>Mention</b> rhetorical choices with <b>little or no explanation</b> .			
2 points - <b>EVIDENCE</b> : Provides <b>some specific relevant evidence</b> . <i>AND</i> - <b>COMMENTARY</b> : Explains how <b>some of the evidence relates</b> to the student's argument, but <b>no line of reasoning is established</b> , <b>OR</b> the line of reasoning is faulty.				-Consist of a <b>mix</b> of specific <b>evidence</b> and broad <b>generalities</b> . - <b>May contain</b> some <b>simplistic</b> , <b>inaccurate</b> , <b>OR repetitive</b> explanations that don't strengthen the argument. -May make one point well, but either <b>do not make multiple supporting claims</b> or do not adequately support more than one claim. - <b>Do NOT explain the connections or progression</b> between the student's claims, so a <b>line of reasoning is not clearly established</b> .			
3 points - <b>EVIDENCE</b> : Provides <b>specific evidence</b> to support all <b>claims in a line of reasoning</b> . <i>AND</i> - <b>COMMENTARY</b> : Explains <b>how</b> some of the <b>evidence supports a line of reasoning</b> . <i>AND</i> -Explains how <b>AT LEAST ONE rhetorical choice</b> in the passage <b>contributes to the writer's argument, purpose, or message</b> .				- <b>Uniformly</b> offer evidence to support claims. - <b>Focus</b> on the importance of specific words and details from the passage to build an argument. - <b>Organize</b> an argument as a line of reasoning composed of multiple supporting claims. -Commentary <b>may fail to integrate some evidence</b> or fail to support a key claim.			
4 points - <b>EVIDENCE</b> : Provides specific evidence to support all claims in a line of reasoning. <i>AND</i> - <b>COMMENTARY</b> : Consistently explains how the evidence supports a line of reasoning. <i>AND</i> -Explains how <b>MULTIPLE rhetorical choices</b> in the passage <b>contribute to the writer's argument, purpose, or message</b> .				- <b>Uniformly</b> offer evidence to support claims. -Focus on the importance of specific words and details from the passage to build an argument. - <b>Organize AND support</b> an argument as a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained. -Explain <b>how the writer's use of rhetorical choices contributes</b> to the student's interpretation of the passage.			
Sophistication (0-1 point)							
0 points -Does not meet the criteria for 1 point				- <b>Attempt to contextualize</b> the text, but such attempts consist predominantly of <b>sweeping generalizations</b> . -Only <b>hint</b> at or <b>suggest</b> other arguments. - <b>Examine individual rhetorical choices</b> <b>BUT do not examine the relationships among different choices</b> throughout the passage. - <b>Oversimplify</b> complexities in the passage. -Use <b>complicated</b> or <b>complex</b> sentences or language that are <b>ineffective</b> because they <b>do not enhance</b> their analysis.			
1 point -Demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation				Responses that earn this point may demonstrate any of the following: -Explaining the <b>significance or relevance of the writer's rhetorical choices</b> (given the rhetorical situation). -Explaining a <b>purpose or function of the passage's complexities</b> <b>OR tensions</b> . -Employing a <b>style</b> that is <b>consistently vivid and persuasive</b> throughout the student's response.			
Score	6 = 98 Superb-Excellent	5 = 88 Excellent-Very Good	4 = 78 Good-Adequate	3 = 68 Adequate-Developing	2 = 60 Developing-Poor	1 = 55 Poor	