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|  | **Summary** | **Context** | **Analysis** | **Support** | **Conventions** | **Organization** |
| **5** | The student offers a clear, informative summary of the author’s central claims and reasons. | The student develops a context for his or her analysis through a description of the author’s qualifications, the potential biases of the publication, the date the article was written, and/or other relevant information. The contextual information is integrated into and used to support their analysis. | The student offers a clear, specific analysis on the author’s rhetorical strategies that is thoughtful and detailed. The analysis is comprehensive and examines a variety of strategies.  | The student uses accurate paraphrases and quotations to fully support their analysis. They are contextualized and integrated seamlessly.  | The student demonstrates exemplary control of language. The style is appropriate, sophisticated, and engaging. Errors are minimal, and the syntax is clear throughout the paper | The student incorporates a logical and fluid organizational plan. Sentences, paragraphs and transitions are cohesive and well-crafted within the introduction, body and conclusion. |
| **4** | The student offers an adequate summary of the author’s central claims and reasons that is usually clear and informative. | The student develops a comprehensive context, but it may not always be integrated well. It is relevant to their analysis but not always directly supporting it.  | The student usually offers a clear, specific analysis on the author’s rhetorical strategies that is usually thoughtful and detailed. The analysis may not be as comprehensive as it could be, but it is adequate.  | The student uses somewhat accurate paraphrases and quotations to support their analysis but some minor weaknesses may be present. Most are contextualized and integrated well.  | The student demonstrates a consistent, above-average control of language. The style is appropriate, though not sophisticated. There are a few minor grammar and/or syntactical errors. |  The student incorporates a logical and fluid organizational plan. Most sentences, paragraphs and transitions are cohesive and well- crafted within the introduction, body and conclusion. |
| **3** | The student offers an adequate summary of the author’s central claims and reasons although it is occasionally not clear or informative. | The student provides an adequate amount of contextual information, but it is occasionally not integrated into or relevant to their analysis.  | The student offers an analysis on the author’s rhetorical strategies, but some portions may not be comprehensive, detailed and/or thoughtful.  | The student uses adequate quotes and paraphrases to support their analysis, but some are not contextualized or integrated well. A few portions of their analysis may be left unsupported. | The student demonstrates a basic control of language. Style is mostly appropriate, though not engaging. Grammar and/or syntactical errors exist but do not interfere with the reader’s comprehension. | The student maintains a logical organization. Some sentences and paragraphs are disjointed. Transitions are missing.  |
| **2** | The student attempts to offer a summary of the author’s central claims and reasons but is excessively vague or unclear.  | The student provides a bit of contextual information but it is rarely integrated into or relevant to their analysis. | The student may summarize excessively instead of giving an analysis in many sections; some analysis may be present, but it is not adequate or overly vague.  | The student frequently leaves their analysis unsupported. The few quotes and paraphrases present are not always accurate and are very often not contextualized or integrated adequately.  | The student demonstrates a weak control of language and/or a style that is often inappropriate. Grammar and/or syntactical errors sometimes interfere with the reader’s comprehension.  | The student does not maintain a logically organized essay. Paragraphs are unfocused. Sentences and transitions are awkward.  |
| **1** | The student does not offer a clear summary of the author’s claims and reasons.  | The student does not provide any context for their analysis. | The student summarizes excessively and/or no specific analysis is present. | The student rarely or never supports their analysis. If quotes or paraphrases are present, they are not contextualized or integrated.  | The student demonstrates little to no control of language and/or little to no appropriate style. Grammar and/or syntactical errors consistently interfere with the reader’s comprehension.  | The student does not maintain a cohesive body of work. Paragraphs are often unfocused (incorporating multiple topics) and out of order. Sentences do not reflect syntactical awareness and transitions are missing.  |