

Research Paper: *Grapes* / Rhetorical Analysis

Name: _____

Mr. Eble, AP Language and Composition

	1 (D / F)	2 (C)	3 (B)	4 (A)
Thesis	Essay fails to demonstrate a claim that is developed throughout the rest of the paper; author fails to demonstrate what / how / why	Essay provides claim that is not fully developed throughout the rest of the paper; writer lacks what, how, why	Essay provides claim that is developed throughout the rest of the paper, reveals the what, how, why	Essay expresses a clear, strong, debatable claim that is fully developed throughout the rest of the essay, reveals convincingly the what, how, why of the area of focus
Unity, Logic, Coherence of Argument	Essay is difficult to follow due to lack of unity, coherence, or use of fuzzy logic.	Essay's organization is basically okay, but contains some faulty logic, redundancies or digressions that take away from the main point being expressed.	Essay's organization is generally logical, clear, and easy to follow, but contains some repetitions and redundancies or drifts from the main point being expressed.	Essay's organization is logical, clear, and easy to follow, making use of transitional words and phrases that make the text flow well. The writing is concise, avoids redundancy, and remains relevant to the main point being expressed.
Evidence of Understanding	Essay does not adequately demonstrate understanding of the text / issue and subject matter, or it does not support the thesis with CRAAP-worthy details, reasons, and examples.	Essay is short on the use of details and examples, or the essay demonstrates little understanding of the subject matter. Some sources aren't CRAAP-worthy	Essay demonstrates understanding of the subject matter, including prominent "sides." Thesis is supported with somewhat CRAAP-worthy sources: reasons, examples, details, and quotes while avoiding summary.	Essay demonstrates superior understanding of the subject matter with CRAAP-worthy sources. Thesis is amply supported with reasons, examples, details, and quotes while avoiding summary (three or more supports per paragraph).
Research Conventions: MLA Format and Quotations	-MLA research conventions are problematic; paper shows no evidence of MLA documentation - Author fails to attribute and to provide credentials for sources - Author fails to attribute and to provide credentials for sources	-Numerous errors in MLA / Research conventions. -Sources lack credibility, fail some aspects of the CRAAP test -Sources lack credibility, fail some aspects of the CRAAP test -Attributions are present, but problematic in terms of establishing credibility	- Works Cited page, MLA conventions provided with some errors / inaccuracies -Sources are somewhat credible, generally follow aspects of the CRAAP test --Author correctly attributes sources to their author / sources for quoting, paraphrasing, summarizing -Citations provided	-Paper follows all MLA conventions of structure -MLA Works Cited page includes no flaws -Author establishes strong ethos via attributions that provide credentials for sources and authors -All sources are strong in terms of credibility; the author includes authoritative sources that strongly bolster his topic
Rhetorical Analysis	Author fails to demonstrate understanding of and attention to audience throughout the paper, particularly in the introduction and conclusion.	Author demonstrates little understanding of and attention to audience throughout the paper, providing a limited attempt at connecting with it in the introduction and conclusion	Author demonstrates understanding of and attention to the audience throughout the paper, particularly in the introduction and conclusion.	Author demonstrates excellent rhetorical analysis skills, showing how Steinbeck / other authors achieve their claims on the word and sentence level
Conventions / Usage	Essay includes careless spelling or grammatical errors, awkward language, or other mechanical errors that discredit the writer.	Essay includes many minor errors in punctuation, spelling, word usage, style, or grammar that affect the readability of the essay.	Essay contains some minor errors in punctuation, spelling, or grammar, or some minor slips in maintaining consistency in tense or person, but essay is still credible.	Essay avoids use of the first and second person, wordiness, and redundancy. Demonstrates accuracy in the use of the literary present tense, grammar, word usage, spelling, punctuation, and capitalization.

A: 24=100% 23=97% 22=94% 21=91%
 B: 20=88% 19=85% 16=82%
 C: 15=79% 14=76%
 D: 13=73% 12=70% F: 11 or below

Score is determined by the sum of each of the six categories.