

Rubrics: Quarter 1 Project

AP Language & Composition, Mr. Eble



Please print all materials (see speech rubric for verbal/nonverbal delivery).

Rubric for Assessment: Action Letter to a Designated Audience

	4	3	2	1, 0
Audience Awareness / Appeals	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary/voice and arguments. Anticipates reader's questions and provides thorough answers appropriate to that audience	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience	It is not clear for whom the author is writing Context of this rhetoric is unclear
Goal / Thesis	The goal or thesis provides a clear, strong statement of action for the audience	The goal or thesis provides a clear statement of action for the audience	A goal or thesis is present, but does not make the action clear for the audience	There is no goal or thesis
Evidence Depicting Conflict / Action for Audience	Includes three or more pieces of evidence (facts, examples, statistics, real-life experiences) that demonstrate the conflict / reason for action. The writer anticipates the reader's concerns, biases, or arguments by addressing them. All sources are attributed	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action	Includes two pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action	Includes one or fewer pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action. Letter lacks attributions
Unity, Logic, Coherence	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.	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 basically okay, but contains some faulty logic, redundancies or digressions that take away from the main point being expressed.	Essay is difficult to follow due to lack of unity, coherence, or use of fuzzy logic.
Stylistic Complexity	Writer demonstrates specific attention to diction and syntax via well-crafted tropes and schemes that aid in conveying the message	Writer demonstrates some attention to diction, syntax via tropes and schemes that aid in conveying the message; some may miss the mark	Writer demonstrates little attention to diction, syntax throughout letter; at times, schemes, tropes are problematic in conveying message	Writer demonstrates no attention to diction, syntax throughout the letter
SMUGSS / Letter Conventions	Few to no errors in SMUGSS Writer complies with all requirements of a letter	Some errors in SMUGSS Writer complies with almost all requirements of a letter	Many errors in SMUGSS Writer complies with several requirements of a letter	Glaring errors in SMUGSS Writer complies with fewer than 75% of requirements of a letter

24=100	23=96	22=92	21=88	20=84
19=80	18=77	17=74	16=71	15 or below=69

Comments:

Rubric for Assessment: Speech to a Designated Audience

	4	3	2	1, 0
Audience Awareness / Appeals	Demonstrates a clear understanding of the potential listener and uses appropriate vocabulary/voice and arguments. Anticipates reader's questions and provides thorough answers appropriate to that audience; author demonstrates excellent use of schemes, tropes as a means of appealing to the audience	Demonstrates a general understanding of the potential listener and uses vocabulary and arguments appropriate for that audience; author demonstrates use of schemes, tropes to appeal to the audience	Demonstrates some understanding of the potential listener and uses arguments appropriate for that audience; author demonstrates some attention to schemes, tropes to appeal to the audience	It is not clear for whom the author is writing; author demonstrates little to no attention to schemes, tropes Context of this rhetoric is unclear
Goal / Thesis	The goal or thesis provides a clear, strong statement of action for the audience	The goal or thesis provides a clear statement of action for the audience	A goal or thesis is present, but does not make the action clear for the audience	There is no goal or thesis
Evidence Depicting Conflict / Action for Audience	Includes three or more pieces of evidence (facts, examples, statistics, real-life experiences) that demonstrate the conflict / reason for action. The speaker anticipates the listener's concerns, biases, or arguments by addressing them. All sources are attributed	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action	Includes two pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action	Includes one or fewer pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action. Letter lacks attributions
Unity, Logic, Coherence	Speech'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.	Speech's organization is generally logical, clear, and easy to follow, but contains some repetitions and redundancies or drifts from the main point being expressed.	Speech's organization is basically okay, but contains some faulty logic, redundancies or digressions that take away from the main point being expressed.	Speech is difficult to follow due to lack of unity, coherence, or use of fuzzy logic.
Verbal / Nonverbal Elements of speaking	Speaker expresses himself clearly, coherently, modifying volume / tone / inflection according to the content of the speech. Speaker utilizes effective, even masterful nonverbal communication, utilizing gesticulation to emphasize ideas and maintaining steady eye contact and posture throughout the speech	Speaker's volume, tone, inflection moderated at some points, but may be problematic at times. Speaker's nonverbal communication is mostly effective, but gesticulation, eye contact, posture are problematic at times.	Verbal or nonverbal elements in the speech prove problematic in the speaker's conveying his message to his audience.	Verbal and nonverbal elements in the speech are problematic Speaker's volume, tone, inflection are awkward; little to no attention shown to any of the elements of verbal / nonverbal communication
SMUGSS / Letter Conventions	Few to no errors in SMUGSS	Some errors in SMUGSS	Many errors in SMUGSS	Glaring errors in SMUGSS

24=100	23=96	22=92	21=88	20=84
19=80	18=77	17=74	16=71	15 or below=69

Please Note: While we will not have time for speeches to be delivered in class, I'd like you to record your speech and post it to your blog. You should submit a printed copy on the day the project is due.

Rubric for Assessment: Visual / Pictorial Rhetoric

	4	3	2	1, 0
Audience Awareness / Appeals	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary/voice, arguments, images.	Demonstrates a general understanding of the potential reader and uses vocabulary, images, arguments appropriate for that audience	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience	It is not clear for whom the author is writing; little attention is shown towards the audience, appeals
Overall Design & Goal / Thesis	All elements work together perfectly to contribute to the implicit goal or thesis that suggests a clear, strong statement of action for the audience	Most elements work together to contribute to the goal or thesis, which provides a clear statement of action for the audience	Some elements of overall design prove problematic in conveying goal or thesis, which is conveyed in a somewhat unclear fashion because of confusion among elements	There is no goal or thesis The elements of the work muddle the transmission of the artist's argument
Color	Artist utilizes a masterful color scheme that is appropriate to the situation, the audience and aids in conveying the argument to the audience	Artist's use of color helps to convey his message to the audience	Artist's use of color proves problematic in conveying the message to the audience	Artist's use of color completely muddles the message; it may shift attention away from the tone, content of the work, or not gel with the other elements
Images	Artist utilizes appropriate, well-crafted images in his visual that contribute symbolic meaning to the message being conveyed	Artist's images help to convey the message symbolically	Artist's images are somewhat problematic in conveying the message symbolically	Artist utilizes too many, too few images; symbolic interaction among images completely muddles the message
Text	Artist masterfully utilizes appropriate amount of legible text according to his argument; diction, tone are also appropriate for situation and completely accurate	Artist utilizes appropriate amount of text according to his argument; diction, tone are mostly appropriate, accurate	Artist utilizes too much / too little text; diction, tone are problematic in conveying message	Artist's use of text proves entirely problematic; text isn't crafted towards persuading the appropriate audience

20 = 100	19= 96	18=92	17=88	16=84	15=80
14=76	13=72	12=70	11 or below=69		

Rubric for Assessment: Editorial

	4	3	2	1, 0
Audience Awareness / Appeals	Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary/voice and arguments. Anticipates reader's questions and provides thorough answers appropriate to that audience	Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience	Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience	It is not clear for whom the author is writing Context of this rhetoric is unclear
Goal / Thesis	The writer provides a clear, strong statement of action and / or thesis for the audience; the thesis may also be implicit.	The writer provides a clear statement of action and / or thesis for the audience	A goal or thesis is present, but does not make the action clear for the audience	There is no goal or thesis The writer follows a formulaic five-paragraph essay structure
Evidence Depicting Conflict / Action for Audience	Includes three or more pieces of evidence (facts, examples, statistics, real-life experiences) that demonstrate the conflict / reason for action. The writer anticipates the reader's concerns, biases, or arguments by addressing them. All sources are attributed.	Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action	Includes two pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action	Includes one or fewer pieces of evidence (facts, statistics, examples, real-life experiences) that demonstrate the conflict / reason for action. Letter lacks attributions
Unity, Logic, Coherence	Editorial'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.	Editorial's organization is generally logical, clear, and easy to follow, but contains some repetitions and redundancies or drifts from the main point being expressed.	Editorial's organization is basically okay, but contains some faulty logic, redundancies or digressions that take away from the main point being expressed.	Editorial is difficult to follow due to lack of unity, coherence, or use of fuzzy logic.
Stylistic Complexity	Writer demonstrates specific attention to diction and syntax via well-crafted tropes and schemes that aid in conveying the message	Writer demonstrates some attention to diction, syntax via tropes and schemes that aid in conveying the message; some may miss the mark	Writer demonstrates little attention to diction, syntax throughout editorial; at times, schemes, tropes are problematic in conveying message	Writer demonstrates no attention to diction, syntax throughout the editorial
SMUGSS / Letter Conventions	Few to no errors in SMUGSS	Some errors in SMUGSS	Many errors in SMUGSS	Glaring errors in SMUGSS

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19=80	18=77	17=74	16=71	15 or below=69