## 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

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	4	3	2	1, 0
Audience	Demonstrates a clear	Demonstrates a general	Demonstrates some	It is not clear for whom
Awareness /	understanding of the potential	understanding of the	understanding of the	the author is writing
Appeals	reader and uses appropriate	potential reader and uses	potential reader and	
	vocabulary/voice and arguments.	vocabulary and	uses arguments	Context of this rhetoric is
	Anticipates reader's questions	arguments appropriate	appropriate for that	unclear
	and provides thorough answers	for that audience	audience	
	appropriate to that audience			
Goal / Thesis	The goal or thesis provides a	The goal or thesis	A goal or thesis is	There is no goal or thesis
	clear, strong statement of action	provides a clear	present, but does not	
	for the audience	statement of action for	make the action clear	
		the audience	for the audience	
Evidence	Includes three or more pieces of	Includes three or more	Includes two pieces of	Includes one or fewer
Depicting	evidence (facts, examples,	pieces of evidence (facts,	evidence (facts,	pieces of evidence (facts,
Conflict /	statistics, real-life experiences)	statistics, examples, real-	statistics, examples,	statistics, examples, real-
Action for	that demonstrate the conflict /	life experiences) that	real-life experiences)	life experiences) that
Audience	reason for action. The writer	demonstrate the conflict	that demonstrate the	demonstrate the conflict /
	anticipates the reader's concerns,	/ reason for action	conflict / reason for	reason for action. Letter
	biases, or arguments by	,	action	lacks attributions
	addressing them. All sources are			140115 400116 4016115
	attributed			
	Essay's organization is logical,	Essay's organization is	Essay's organization is	Essay is difficult to follow
Unity, Logic,	clear, and easy to follow, making	generally logical, clear,	basically okay, but	due to lack of unity,
Coherence	use of transitional words and	and easy to follow, but	contains some faulty	coherence, or use of fuzzy
	phrases that make the text flow	contains some repetitions	logic, redundancies or	logic.
	well. The writing is concise,	and redundancies or	digressions that take	logic.
	avoids redundancy, and remains	drifts from the main	away from the main	
	relevant to the main point being	point being expressed.	point being expressed.	
	expressed.	point being expressed.	point being expressed.	
Stylistic	Writer demonstrates specific	Writer demonstrates	Writer demonstrates	Writer demonstrates no
Complexity	attention to diction and syntax	some attention to diction,	little attention to	attention to diction, syntax
Complexity	via well-crafted tropes and	syntax via tropes and	diction, syntax	throughout the letter
	schemes that aid in conveying	schemes that aid in	throughout letter; at	throughout the letter
	the message	conveying the message;	times, schemes, tropes	
	the message	some may miss the mark	are problematic in	
		some may miss the mark	conveying message	
SMUGSS /	Few to no errors in SMUGSS	Some errors in SMUGSS	Many errors in	Glaring errors in
Letter	Writer complies with all	Writer complies with	SMUGSS	SMUGSS
Conventions	requirements of a letter	almost all requirements	Writer complies with	Writer complies with
Conventions	requirements of a fetter	of a letter	several requirements of	fewer than 75% of
		or a retter	a letter	requirements of a letter
		L	a icuci	requirements of a fetter
24 100	22.06	22.02	21 00	20.04

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	sessment: Speech to a Des	2	1, 0
Audience	Demonstrates a clear	Demonstrates a general	Demonstrates some	It is not clear for whom
Awareness /	understanding of the potential	understanding of the	understanding of the	the author is writing;
Appeals	listener and uses appropriate	potential listener and	potential listener and	author demonstrates little
**	vocabulary/voice and arguments.	uses vocabulary and	uses arguments	to no attention to schemes,
	Anticipates reader's questions	arguments appropriate	appropriate for that	tropes
	and provides thorough answers	for that audience; author	audience; author	•
	appropriate to that audience;	demonstrates use of	demonstrates some	Context of this rhetoric is
	author demonstrates excellent	schemes, tropes to	attention to schemes,	unclear
	use of schemes, tropes as a	appeal to the audience	tropes to appeal to the	
	means of appealing to the		audience	
	audience			
Goal / Thesis	The goal or thesis provides a	The goal or thesis	A goal or thesis is	There is no goal or thesis
	clear, strong statement of action	provides a clear	present, but does not	
	for the audience	statement of action for	make the action clear	
		the audience	for the audience	
Evidence	Includes three or more pieces of	Includes three or more	Includes two pieces of	Includes one or fewer
Depicting	evidence (facts, examples,	pieces of evidence (facts,	evidence (facts,	pieces of evidence (facts,
Conflict /	statistics, real-life experiences)	statistics, examples, real-	statistics, examples,	statistics, examples, real-
Action for	that demonstrate the conflict /	life experiences) that	real-life experiences)	life experiences) that
Audience	reason for action. The speaker	demonstrate the conflict	that demonstrate the	demonstrate the conflict /
	anticipates the listener's	/ reason for action	conflict / reason for	reason for action. Letter
	concerns, biases, or arguments		action	lacks attributions
	by addressing them. All sources			
	are attributed			
	Speech's organization is logical,	Speech's organization is	Speech's organization	Speech is difficult to
Unity, Logic,	clear, and easy to follow, making	generally logical, clear,	is basically okay, but	follow due to lack of
Coherence	use of transitional words and	and easy to follow, but	contains some faulty	unity, coherence, or use of
	phrases that make the text flow	contains some repetitions	logic, redundancies or	fuzzy logic.
	well. The writing is concise,	and redundancies or	digressions that take	
	avoids redundancy, and remains	drifts from the main	away from the main	
	relevant to the main point being	point being expressed.	point being expressed.	
	expressed.			
Verbal /	Speaker expresses himself	Speaker's volume, tone,	Verbal or nonverbal	Verbal <b>and</b> nonverbal
Nonverbal	clearly, coherently, modifying	inflection moderated at	elements in the speech	elements in the speech are
Elements of	volume / tone / inflection	some points, but may be	prove problematic in	problematic
speaking	according to the content of the	problematic at times.	the speaker's conveying	
	speech.		his message to his	Speaker's volume, tone,
	Speaker utilizes effective, even	Speaker's nonverbal	audience.	inflection are awkward;
	masterful nonverbal	communication is mostly		little to no attention
	communication, utilizing	effective, but		shown to any of the
	gesticulation to emphasize ideas	gesticulation, eye		elements of verbal /
	and maintaining steady eye	contact, posture are		nonverbal communication
	contact and posture throughout	problematic at times.		
	the speech			
SMUGSS /	Few to no errors in SMUGSS	Some errors in SMUGSS	Many errors in	Glaring errors in
Letter			SMUGSS	SMUGSS
Conventions				
24=100	23=96	22=92	21=88	20=84

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

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

Audience Awareness / Appeals	is writing his rhetoric is lear  goal or thesis follows a re-paragraph cructure he or fewer
Appeals reader and uses appropriate vocabulary/voice and arguments.  Anticipates reader's questions and provides thorough answers appropriate to that audience  Goal / Thesis The writer provides a clear, strong statement of action and / or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Conflict / Action for that demonstrate the conflict / Action for the sis appropriate and uses arguments appropriate for that audience audience audience  The writer provides a clear, clear statement of action and / or thesis for the audience audience audience for the audience formulaic five essay statistics, examples, statistics, examples, that demonstrate the conflict / life experiences) that demonstrate the conflict / life experiences) that demonstrate the conflict / life experiences)  Potential reader and uses arguments appropriate audience audience audience audience  A goal or thesis is present, but does not make the action clear for the audience formulaic five essay statistics, examples, statistics, examples, real-life experiences) statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences) life experiences) life experiences)	goal or thesis follows a re-paragraph cructure ne or fewer
vocabulary/voice and arguments. Anticipates reader's questions and provides thorough answers appropriate to that audience  Goal / Thesis The writer provides a clear, strong statement of action and / or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Context of the audience arguments appropriate for that audience  The writer provides a clear, strong statement of action and / or thesis for the audience audience  The writer provides a clear statement of action and / or thesis for the audience for the audience formulaic five essay st audience  Evidence Depicting Conflict / statistics, real-life experiences) Action for  The writer provides a clear statement of action and / or thesis for the audience for the audience formulaic five essay st statistics, examples, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Infle writer provides a clear, and / or thesis is present, but does not make the action clear for the audience formulaic five essay st statistics, examples, real-life experiences)  Evidence Depicting Conflict / statistics, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)	goal or thesis follows a ve-paragraph cructure ne or fewer
Anticipates reader's questions and provides thorough answers appropriate to that audience  Goal / Thesis  The writer provides a clear, strong statement of action and / or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Conflict / Action for  Anticipates reader's questions and provides thorough answers appropriate for that audience for that audience  The writer provides a clear, statement of action and / or thesis for the audience audience for the six is present, but does not make the action clear for the audience formulaic five essay statistics, examples, statistics, examples, statistics, examples, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)	goal or thesis follows a ve-paragraph cructure ne or fewer
and provides thorough answers appropriate to that audience  Goal / Thesis  The writer provides a clear, strong statement of action and / or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Conflict / Action for  Depicting Conflict / Co	goal or thesis follows a ve-paragraph cructure ne or fewer
appropriate to that audience  Goal / Thesis  The writer provides a clear, strong statement of action and / or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Conflict / Statistics, real-life experiences) Action for  Dought Thesis  The writer provides a clear, clear statement of action and / or thesis for the audience audience  The writer provides a clear, clear statement of action and / or thesis for the audience audience for the audience audience formulaic five essay statistics, examples, statistics, examples, statistics, examples, statistics, examples, real-life experiences)  The writer provides a A goal or thesis is present, but does not make the action clear for the audience formulaic five essay statistics examples audience for the audience statistics of evidence (facts, statistics, examples, statistics, examples, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, statistics, examples, real-life experiences)	r follows a ve-paragraph cructure ne or fewer
Goal / Thesis  The writer provides a clear, strong statement of action and / or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Conflict / Action for  The writer provides a clear, statement of action and / or thesis for the audience audience  The writer provides a clear, statement of action and / or thesis for the audience for the audience  The writer provides a clear, statement of action and / or thesis for the audience for the audience formulaic fivenessay statistics, examples, statistics, examples, statistics, examples, statistics, examples, real-life experiences)  The writer provides a A goal or thesis is present, but does not make the action clear for the audience formulaic fivenessay statistics audience sessay statistics of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)  Includes three or more pieces of evidence (facts, statistics, examples, real-life experiences)	r follows a ve-paragraph cructure ne or fewer
strong statement of action and / or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Conflict / Action for the audience states at istics, real-life experiences)  Action for Statement of action and / or thesis for the audience audience audience for the audience formulaic five essay statistics, examples, statistics, examples, statistics, examples, that demonstrate the conflict / life experiences) that statistics present, but does not make the action clear for the audience formulaic five essay statistics essay statistics essay statistics or make the action clear for the audience formulaic five essay statistics essay statistics essay statistics, examples, statistics, examples, real-life experiences) life experiences life experiences life experiences life experiences is additional present, but does not make the action clear for the audience formulaic five essay statistics essay statistics essay statistics, examples and a clear statement of action present, but does not make the action clear for the audience essay statistics essay statistics essay statistics essay statistics, examples, statistics, examples, real-life experiences is additional present, but does not make the action clear for the audience essay statistics essay statistics essay statistics essay statistics essay statistics, examples, real-life experiences is additional present, but does not make the action clear for the audience essay statistics essay statistics essay statistics essay statistics essay statistics, examples, real-life experiences is additional present, but does not make the action clear for the audience essay statistics essay statistics essay statistics essay statistics, examples, real-life experiences is additional present essay statistics essa	r follows a ve-paragraph cructure ne or fewer
or thesis for the audience; the thesis may also be implicit.  Evidence Depicting Conflict / Action for thesis for the audience; the thesis may also be implicit.  Includes three or more pieces of pieces of evidence (facts, statistics, real-life experiences) and / or thesis for the audience for the audience formulaic fivences of the audience formulaic fivences of the audience formulaic fivences of the audience for the audience formulaic fivences of the audience formula	ve-paragraph tructure ne or fewer
thesis may also be implicit.  Evidence Depicting Conflict / Action for  thesis may also be implicit.  audience  audience  for the audience formulaic five essay st  Includes three or more pieces of pieces of evidence (facts, examples, statistics, examples, real- life experiences) life experiences)  audience for the audience formulaic five essay st  Includes two pieces of pieces of evidence (facts, statistics, examples, real- statistics, examples, real- life experiences) life experiences) life experiences)	ve-paragraph tructure ne or fewer
Evidence Includes three or more pieces of Depicting Conflict / Action for that demonstrate the conflict / Depicting Conflict / Depicting Conflict / Statistics, real-life experiences) Statistics, examples, that demonstrate the conflict / Statistics or more Depicting Pieces of evidence (facts, statistics, examples, statistics, examples, real-statistics, examples, statistics, examples, real-life experiences) Statistics, examples, real-life experiences Statistic	ructure ne or fewer
Evidence Includes three or more pieces of Depicting evidence (facts, examples, Conflict / Statistics, real-life experiences) that demonstrate the conflict / life experiences) that real-life experiences) life experiences) life experiences) life experiences)	ne or fewer
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Conflict / statistics, real-life experiences) statistics, examples, real-life experiences) statistics, examples, real-life experiences) life experiences) life experiences)	danca (facts
Action for that demonstrate the conflict / life experiences) that real-life experiences) life experie	
Audience I reason for action The writer I demonstrate the conflict I that demonstrate the I demonstrate to	
	the conflict /
anticipates the reader's concerns, / reason for action   conflict / reason for   reason for action	
biases, or arguments by action lacks attr	ributions
addressing them. All sources are	
attributed.	
Editorial's organization is Editorial's organization Editorial is di	
Unity, Logic, logical, clear, and easy to follow, is generally logical, is basically okay, but follow due to	
Coherence making use of transitional words clear, and easy to follow, contains some faulty unity, coherence	ice, or use of
and phrases that make the text but contains some logic, redundancies or fuzzy logic.	
flow well. The writing is repetitions and digressions that take	
concise, avoids redundancy, and redundancies or drifts away from the main	
remains relevant to the main from the main point point being expressed.	
point being expressed. being expressed.	
Stylistic Writer demonstrates Writer demonstrates Writer demonstrates Writer demonstrates	
Complexity attention to diction and syntax some attention to diction, little attention to distinguished the syntax syntax some attention to diction, little attention to distinguished the syntax synt	
via well-crafted tropes and syntax via tropes and diction, syntax throughout the	e editoriai
schemes that aid in conveying schemes that aid in throughout editorial; at	
the message conveying the message; times, schemes, tropes	
some may miss the mark are problematic in	
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Conventions SMUGSS SMU	COD
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