# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Persona/Persuasion Unit – Speaker Comparison Essay Rubric

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|  | **Does Not Meet Expectations (1 Point)**  | **Meets Expectations (2 Points)**  | **Exceeds Expectations (3 Points)**  | **Score** |
| Introduction Paragraph | Introduction only mentions the names of the speakers.ORNo introduction paragraph is evident. | Introduction mentions the speakers’ names and explains why the writer has chosen to compare them. However, little background information or historical data is included to provide context for the speeches. | Introduction mentions the speakers’ names and logically explains the writer’s rationale for comparing them. Brief, yet detailed background information and historical data provide sufficient context for the speeches. |  |
| Argument/Focus  | Weak claims are made comparing the two speakers. The writer makes observations but fails to indicate their significance. The argument is limited to observations of fact more so than deeper analysis of which speaker was more effective at reaching his target audience.  | Claims comparing the speakers are made, but they need to be strengthened. The writer has addressed which speaker more effectively reached his target audience, but he or she has not done so using concise, concrete language; overall stance is vague.  | Strong, insightful claims are made about the two speakers. The claims go deeper than statements of fact or generalizations. The writer poses specific, unified claims that appropriately compare each speaker's effectiveness at reaching his target audience.  |   |
| Paragraph Structure  | Some body paragraphs lack main ideas, or introduce weak claims, limiting the writer to summary.  | Topic sentences introduce focus in each paragraph, but do not adequately address the assigned prompts. Main ideas do not introduce the focus necessary to fully evaluate the effectiveness of both speakers in reaching their target audience.  | Topic sentences introduce main ideas in each paragraph. Topic sentences introduce strong claims that take a stance relevant to the assigned prompts concerning the two speakers.  |   |
| Incorporating Quotes/Evidence  | The writer does not use enough quotes or evidence from the text to adequately support claims.  | The writer uses enough textual evidence, but the connections to their main ideas are unclear in some cases.  | The writer effectively incorporates relevant passages from primary or secondary sources. Summary is used sparingly and serves to clarify points posed in the essay.  |   |
| Explanation of Evidence  | Connection between the evidence and the main ideas is absent in most paragraphs.  | Most evidence for claims is explained and connected to the main ideas; however, a more thorough examination is required in some cases.  | Quotes and evidence for claims are thoroughly explained and connected to the main ideas.  |   |
| Concluding Statements (Connecting Evidence to Main Ideas)  | Writer’s efforts to pose “so what?”/concluding statements and to connect them to the main idea of each paragraph are inconsistent.  | Each body paragraph ends with a sentence that relates back to the main idea, but the level of relevance varies.  | Each paragraph ends with a sentence that relates back to the main idea. The connection is clear and insightful.  |   |
| Conclusion Paragraph | There is an attempt at closure, but the essay fails to clearly address the relevance of the writer’s claim. OR There was not a strong relevant claim to return to and evaluate.  | Conclusion returns to the writer's main ideas concerning which speaker was more effective; however, it closes blandly without drawing any poignant claims, making any text-to-world-connections, or proposing any thought-provoking questions. | Strong conclusion addresses the writer's overall stance on which speaker was more persuasive to his target audience. The conclusion leaves the reader with a poignant claim to ponder, a powerful text-to-world connection, or an engaging question to answer. |   |
| Grammar and Usage (Emphasis on Sentence Structure)  | Many grammar and usage errors; much more editing and proofreading required. Repeated grammar and usage errors affect the reader's ability to comprehend the content of the essay.  | Several grammar or usage errors. Final product would have been stronger if more time was taken to address these errors. Grammar and usage errors do not impede the reader's comprehension of the argument.  | Few or no grammar or usage errors. Essay is clear and impeccably proofread.  |   |
| Total = \_\_\_\_\_ / 24Letter Grade: \_\_\_\_Grade Boundaries:A+ 24 (100%) A 23 (95%)A- 22 (90%)B+ 21 (88%)B 19-20 (84%)B- 18 (80%) C+ 17 (78%)C 15-16 (74%)C- 14 (70%)D+ 13 (68%)D 12 (64%)D- 11 (60%)F 8-10 (55%)Incomplete, missing, or plagiarized (0%) |