

**Humanities Core: Worldbuilding****Grading Rubric for Essay 1: Rhetorical Analysis of Worldbuilding in Plato's *Republic***

	<b>Argumentation</b>	<b>Organization</b>	<b>Methodology</b>	<b>Evidence</b>	<b>Language and Mechanics</b>
<b>A</b>	Essay is controlled by a specific, arguable, and complex thesis that reflects a sophisticated, nuanced, and/or original interpretation of the topic; argumentation is unified and coherent throughout essay	Sequencing of ideas is not only logical but adds to the rhetorical impact of the essay; paragraph structure is dynamically linked to topic sentences and the main thesis of the essay	Precise summary illuminates rhetorical features of the passage; in-depth rhetorical analysis of the passage's context and the author's purpose for writing, intended audience, and use of argumentation, persuasive appeals, and figurative devices	Evidence is insightfully selected from the primary source and artfully integrated and explained using summary, paraphrase, and quotation; proper MLA citation practice is followed in the body text and in the Works Cited page	Virtually no errors in word choice, grammar, or orthography; exhibits style
<b>B</b>	Essay is controlled by a specific, arguable, and complex thesis that reflects a proficient interpretation of the topic; argumentation is largely unified and coherent throughout essay	Sequencing of ideas is logical and effective, leading to essay-level cohesion; each paragraph is unified and organized around a topic sentence linked to the main thesis	Adept summary attends to rhetorical features of the passage; adequate application of the conventions of rhetorical analysis in detailing the passage's context and the author's purpose for writing, intended audience, and use of argumentation, persuasive appeals, and figurative devices	Evidence is well-selected from the primary source, properly integrated using summary, paraphrase, and quotation, and explained when necessary; proper MLA citation practice is followed in the body text and in the Works Cited page	Few errors in word choice, grammar, and/or orthography and none that impede clarity of ideas; exhibits attention to proofreading and formatting
<b>C</b>	Essay may be controlled by a factual statement, but the articulation of the central idea is inarguable and/or lacks specificity and/or complexity; argumentation may lack unity or coherence in parts of the essay	Some lapses or digressions from the logical sequencing of ideas; topic sentences govern the construction of most paragraphs, but some are vague or less unified	Summary is present but may not reveal rhetorical features of the passage; essay attempts to adopt conventions of rhetorical analysis but inadequately identifies or explicates the passage's context or the author's purpose for writing, intended audience, or use of argumentation, persuasive appeals, and figurative devices	Evidence is mostly well-selected from the primary source, but may be ineffectively integrated in summary, paraphrase or quotation and/or lack explanation; MLA citation practice is largely consistent, but may contain some errors in the body text or Works Cited page	Some errors in word choice, grammar, and/or orthography may be present but rarely impede clarity of ideas; exhibits some attention to proofreading and formatting
<b>D</b>	Essay may exhibit a general idea, but its articulation is non-factual, inarguable, vague, and/or undefined; essay as a whole lacks unity or coherence in argumentation	Logical sequencing of ideas hampered by major lapses or digressions; topic sentences absent or ineffective in paragraph construction	Essay fails either to correctly summarize the narrative contents of the passage or to adopt methods appropriate to the task of rhetorical analysis	Evidence is poorly selected for the purpose of the argument; essay merely lists evidence, contains unnecessary repetitions, or leaves evidence unexplained; significant errors present in MLA citation practice	Errors in word choice, grammar, and/or orthography are frequent and/or impede clarity of ideas; little or no attention to proofreading and formatting

<b>F</b>	Essay exhibits no discernable central idea; little or no logical advancement of argument	Essay exhibits no logical sequencing or academic paragraph structure	Essay fails to summarize the narrative contents of the passage and to adopt methods appropriate to the task of rhetorical analysis	Essay does not provide evidence in support of argument; responsible citation practices are absent	Persistent errors in word choice, grammar, and orthography; no attention to proofreading and formatting
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