

High-Range Essay (9-8)

- _____ Indicates **complete** understanding of the requirements of the prompt.
- _____ Reveals **full understanding** of the rhetorical strategies in the passage and their impact.
- _____ **Cites a wide range of evidence** that is of **appropriate length** and **relevance**.
- _____ Does not generalize but **analyzes the evidence fully** and **comprehensively**; fully addresses the “So what?” question.
- _____ **Is clear, well-organized, and coherent** -- is a complete “stand alone” argumentative essay rather than an exam response.
- _____ 9 level essays are **especially full or apt in their analysis** or demonstrate **particularly impressive control of language**.
- _____ Contains **very few** errors or flaws, if any.

Middle-Range Essay (7-6-5)

- _____ Indicates **adequate** understanding of the requirements of the prompt.
- _____ Demonstrates **adequate analysis** of the rhetorical strategies and their impact.
- _____ **Employs appropriate evidence** and develops that evidence **adequately**; follows through; fully addresses the “So what?” question. **5 essays may be uneven or inconsistent**.
- _____ Is clear, well-organized, and coherent **for the most part**; **5 essays may be uneven**.
- _____ The language **may contain lapses** in diction or syntax but is **generally clear**.
- _____ Contains **only minor** errors or flaws, if any.

Low-Range Essay (4-3-2-1)

- _____ **Inadequately** develops a position on the assigned prompt.
- _____ **May offer little discussion of, misrepresent, or analyze incorrectly** the rhetorical strategies.
- _____ **Provides summary** instead of analysis of the text, or merely lists the strategies.
- _____ Evidence provided **may be insufficient, inappropriate, or misused**.
- _____ Essay may suggest **an inconsistent control** of writing.
- _____ Essay **has very many** mechanical/grammatical/spelling errors.

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