

## Rhetorical Analysis II: Understanding Editorials – Scoring Sheet

Student Name: \_\_\_\_\_

Place a score (1-4) in each row corresponding to the student’s college readiness level.

**Exceeding College Ready (4):** Substantially exceeds the performance expectations

**College Ready (3):** Shows proficiency in all of the performance expectations

**Approaching College Ready (2):** Meets only some of the performance expectations

**Initiating College Ready (1):** Does not yet meet the performance expectations

KEY COGNITIVE SKILLS	Student’s Self-Assessment	Instructor’s Score
<b>Intellectual Curiosity</b> (engages in scholarly inquiry and dialogue; accepts constructive criticism and revises personal views when evidence warrants)		
<b>Reasoning</b> (considers arguments of self, others; constructs well-reasoned arguments to support positions; gathers evidence to support lines of reasoning; modifies claims based on inquiry)		
<b>Academic Behaviors</b> (strives for accuracy and precision; perseveres to complete and master tasks)		
<b>Work Habits</b> (works independently; works collaboratively)		
<b>Academic Integrity</b> (attributes ideas and information to source materials and people)		
FOUNDATIONAL SKILLS	Student’s Self-Assessment	Instructor’s Score
<b>Reading Across the Curriculum</b> (uses strategies to learn new words; identifies purpose, audience, key/supporting details; analyzes critically; annotates, summarizes, paraphrases, outlines; connects to historical/current/personal events)		
<b>Writing Across the Curriculum</b> (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
<b>Research Across the Curriculum</b> (understands which topics or questions are to be investigated)		
<b>Technology</b> (uses technology to gather information)		
ENGLISH LANGUAGE ARTS STANDARDS	Student’s Self-Assessment	Instructor’s Score
<b>Writing</b> (develops effective rhetorical techniques; formulates a thesis; refines key ideas; uses language precisely, effectively; edits writing for proper voice, tense, syntax)		
<b>Reading</b> (draws conclusions, distinguishes facts from opinions; evaluates literal, figurative language; uses reference books; analyzes works for their historical/cultural contexts)		
<b>Speaking</b> (understands how style and content varies in different contexts and influences the listener’s understanding; participates actively, effectively in one-on-one and group discussions)		
<b>Listening</b> (identifies position, supporting evidence; uses strategies to enhance listening comprehension; listens actively, effectively in 1on1, group discussions; responds appropriately)		

**See reverse for comments.**

Score	College Readiness Level
46-52	Exceeding College Ready
39-45	College Ready
20-38	Approaching College Ready
0-19	Initiating College Ready

**Total Score:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

See Scoring Guide for grade conversion chart.

## Rhetorical Analysis II: Understanding Editorials – Scoring Guide

*Note: The letters and numbers of the skills below refer to their designation in the College and Career Readiness Standards.*

### KEY COGNITIVE SKILLS

#### A. Intellectual Curiosity

##### 1. Engage in scholarly inquiry and dialogue.

*College Ready Description:* Student actively engages with others during the scholarly analysis of a text.

*Evidence for Scoring:* Student productively works with classmates and instructor to deeply explore the text and the assigned questions and communicates his or her original thoughts in a manner that indicates a high degree of understanding of the text’s rhetorical situation and meaning.

##### 2. Accept constructive criticism and revise personal views when valid evidence warrants.

*College Ready Description:* Student thoughtfully listens and responds to critical commentary from both instructor and peers.

*Evidence for Scoring:* Student modifies views as appropriate when challenged with well-reasoned counter claims backed by strong evidence.

#### B. Reasoning

##### 1. Consider arguments and conclusions of self and others.

*College Ready Description:* Student conceives alternative explanations and positions prior to taking a position.

*Evidence for Scoring:* Student’s notes list alternative perspectives to pursue. Student asks probing questions during discussions.

##### 2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.

*College Ready Description:* Student uses well-reasoned arguments to support his or her positions.

*Evidence for Scoring:* Student’s final paper supports claims with sound reasoning.

##### 3. Gather evidence to support arguments, findings, or lines of reasoning.

*College Ready Description:* Student recognizes where research is required for clarification, information, and perspective and locates, evaluates, and uses this research judiciously.

*Evidence for Scoring:* Student’s final paper provides credible evidence to support all claims.

##### 4. Support or modify claims based on the results of an inquiry.

*College Ready Description:* Student recognizes where research warrants modifying claims.

*Evidence for Scoring:* Student’s final paper presents precise claims supported by specific and appropriate evidence.

## D. Academic Behaviors

### 3. Strive for accuracy and precision.

*College Ready Description:* Student accurately uses appropriate textual evidence to support his or her ideas when analyzing editorials.

*Evidence for Scoring:* Student's final paper is polished and reflects precision and incorporation of instructor feedback.

### 4. Persevere to complete and master tasks.

*College Ready Description:* Student seeks assistance when needed to complete the assignment and submits a final work product that meets all of the instructor's requirements.

*Evidence for Scoring:* Student completes all elements of the assignment completely and in a timely fashion.

## E. Work Habits

### 1. Work independently.

*College Ready Description:* Student completes outside class tasks independently in time for class discussion.

*Evidence for Scoring:* Student comes to class prepared; student's notes reflect independent analysis.

### 2. Work collaboratively.

*College Ready Description:* Student actively engages in class and group discussions, speaking and listening attentively, and incorporating the ideas of others into their analysis.

*Evidence for Scoring:* Student's outline and annotated editorial demonstrate reflection on other classmates' ideas.

## F. Academic Integrity

### 1. Attribute ideas and information to source materials and people.

*College Ready Description:* Student references outside sources as appropriate to support their analysis of the editorial.

*Evidence for Scoring:* Student supports claims with evidence from outside sources and cites all sources correctly.

## FOUNDATIONAL SKILLS

### A. Reading Across the Curriculum

#### 2. Use a variety of strategies to understand the meanings of new words.

*College Ready Description:* Student employs a variety of ways to determine the meaning of new words or words and phrases used in unfamiliar ways.

*Evidence for Scoring:* Student uses both context clues and reference sources to identify the author's intended meaning of unfamiliar words.

**3. Identify the intended purpose and audience of the text.**

*College Ready Description:* Student determines the purpose, audience, and context of editorials.

*Evidence for Scoring:* Student’s final paper accurately names the purpose, audience, and context of editorial.

**4. Identify the key information and supporting details.**

*College Ready Description:* Student identifies key points and supporting details of editorial.

*Evidence for Scoring:* Student’s final paper articulates key points and supporting details of editorial.

**5. Analyze textual information critically.**

*College Ready Description:* Student critically analyzes editorials.

*Evidence for Scoring:* Student’s final paper analyzes the editorial, rather than simply summarizing it.

**6. Annotate, summarize, paraphrase, and outline texts when appropriate.**

*College Ready Description:* Student annotates, summarizes, and paraphrases editorials.

*Evidence for Scoring:* Student’s final paper accurately summarizes and paraphrases the editorial as appropriate.

**8. Connect reading to historical and current events and personal interest.**

*College Ready Description:* Student uses research gathered to contextualize and explain the editorial.

*Evidence for Scoring:* Final paper draws explicit connections between the editorial and historical or current events as appropriate.

**B. Writing Across the Curriculum****1. Write clearly and coherently using standard writing conventions.**

*College Ready Description:* Student effectively develops and supports a clear thesis statement. Student uses proper grammar, mechanics, punctuation, and spelling, with few or no errors.

*Evidence for Scoring:* Final paper contains strong thesis statement and contains proper grammar, mechanics, punctuation, and spelling, with few or no errors.

**3. Compose and revise drafts.**

*College Ready Description:* Student effectively responds to feedback from instructor regarding ways to revise the 3-4 page rhetorical analysis.

*Evidence for Scoring:* Student submits drafts as requested by instructor; each draft demonstrates progress in analysis and incorporation of instructor feedback.

**C. Research Across the Curriculum****1. Understand which topics or questions are to be investigated.**

*College Ready Description:* Student considers multiple perspectives while researching each editorial.

*Evidence for Scoring:* Student’s planning notes show that alternative interpretations were considered and incorporated or put aside.

## E. Technology

### 1. Use technology to gather information.

*College Ready Description:* Student uses the Internet to research the historical and rhetorical contexts of the editorials.

*Evidence for Scoring:* Student’s analysis references more than one credible site that supports their assertions related to the editorial’s content and context.

## ENGLISH LANGUAGE ARTS STANDARDS

## I. Writing

### A.1, 2, 3, 4, 5. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.

*College Ready Description:* Student determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. Student generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources. Student evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates a thesis. Student recognizes the importance of revision as the key to effective writing; each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. Student edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

*Evidence for Scoring:* Student’s final essay demonstrates benefits of strategic research, judicious use of sources, and engagement with writing process: the essay presents a focused analysis that is based on an accurate understanding of the writer’s language and argument, that notes allusions and explains where the writer is responding to contemporary events, etc., to move well beyond a surface reading; it grounds its analysis in the editorial by strategically and accurately paraphrasing and quoting from the original.

## II. Reading

### A.1, 3, 4, 7, 9, 10. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

*College Ready Description:* Student uses effective reading strategies to determine a written work’s purpose and intended audience. Student identifies explicit and implicit textual information including main ideas and author’s purpose. Student draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. Student evaluates the use of both literal and figurative language to inform and shape the perceptions of readers. Student identifies and analyzes the audience, purpose, and message of an informational or persuasive text. Student identifies and analyzes how an author’s use of language appeals to the senses, creates imagery, and suggests mood.

*Evidence for Scoring:* In class discussion, group work, and especially in the final paper, student draws on textual and contextual information to identify the audience, purpose, and message of the editorial and to explain how it works; supports conclusions by identifying explicit and implicit textual information including main ideas and writer’s purpose and by making connections across multiple parts of text; distinguishes facts from simple assertions and opinions and assesses the strength, sufficiency, and quality of evidence

used by the writer; and judges the coherence and logic of the presentation. In class discussion, group work, and in the final essay, student analyzes how the writer’s ethos affects the credibility of the argument. Student explains how the writer uses language to inform and shape the perceptions of listeners by appealing to the senses, creating imagery, and suggesting mood.

### **B.3. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.**

*College Ready Description:* Student uses reference guides to confirm the meanings of new words or concepts.

*Evidence for Scoring:* Student’s essay explains unfamiliar words and concepts in the editorial accurately.

### **C.3. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.**

*College Ready Description:* Student analyzes editorials for what they suggest about the historical period and cultural contexts in which they were presented.

*Evidence for Scoring:* Student’s paper analyzes the editorial in terms of its historical period and cultural contexts.

## **III. Speaking**

### **A.1. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).**

*College Ready Description:* Student understands how style and content of spoken language varies in different contexts and influences the listener’s understanding.

*Evidence for Scoring:* Student looks at audience member(s), references statements by others when relevant, and presents information in a manner that aids audience understanding.

### **B.1, 2. Develop effective speaking styles for both group and one-on-one situations.**

*College Ready Description:* Student participates actively and effectively in one-on-one oral communication situations and group discussions.

*Evidence for Scoring:* Student looks at audience members and references statements by other group member(s) when contributing own comments.

## **IV. Listening**

### **A.1, 2, 3. Listen effectively in informal and formal situations.**

*College Ready Description:* Student analyzes and evaluates the effectiveness of a public presentation. Student interprets a speaker’s message and identifies the position taken and the evidence in support of that position. Student uses a variety of strategies to enhance listening comprehension (e.g., focuses attention on message, monitors messages for clarity and understanding, provides verbal and nonverbal feedback, notes cues such as change of pace or particular words that indicate a new point is about to be made, selects and organize key information).

*Evidence for Scoring:* Student listens attentively by looking directly at speaker(s), asking for clarification or additional information as appropriate, taking careful notes, referencing statements by other group member(s) if contributing own comments, and assessing presentations accurately.

**B.1, 2, 3. Listen effectively in informal and formal situations.**

*College Ready Description:* Student listens critically and responds appropriately to presentations. Student listens actively and effectively in one-on-one communication situations and group discussions.

*Evidence for Scoring:* Student listens attentively by looking directly at speaker(s), asking for clarification or additional information as appropriate, taking careful notes, and referencing statements by other group member(s) if contributing own comments.

## Rhetorical Analysis II: Understanding Editorials – Scoring Instructions

Place a score (1-4) in each row of the scoring sheet corresponding to the student's college readiness level.

**Exceeding College Ready (4):** Substantially exceeds the performance expectations

**College Ready (3):** Shows proficiency in all of the performance expectations

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**Initiating College Ready (1):** Does not yet meet the performance expectations

Suggested Grade Conversion:

This chart reflects equal weight given to each skill. As key cognitive skills, foundational skills, and discipline content knowledge are all important elements of college readiness, we recommend this grading approach. However, you may certainly choose to implement different weights to particular scales and assign a grade at your discretion.

Score	Grade		Score	Grade		Score	Grade		Score	Grade
52	100		42	88		32	80		22	72
51	99.5		41	87		31	79		21	71
50	99		40	86		30	78		20	70
49	98		39	85		29	77		19	68
48	97		38	84.5		28	76		18	66
47	96		37	84		27	75.5		17	64
46	95		36	83.5		26	75		16	62
45	94		35	83		25	74.5		15	60
44	92		34	82		24	74			
43	90		33	81		23	73			