

Project 2: Analyzing Visual Rhetoric Rubric

	0	1	2	3	4	5	6	7	8
Analysis 25%	Low Emerging	<p>Emerging:</p> <ul style="list-style-type: none"> •Draft does not meet assignment requirements •Thesis is absent or does not clearly present the relationship between the stakeholder's goals and the visual rhetorical moves/elements employed in the images •Ideas are undeveloped or unrelated to thesis •Argument does not make connections between images and stakeholder's goals •Argument does not analyze the rhetorical strategies used in both images (for example: audience, message, purpose, rhetorical appeals, and/or logical fallacies) •Analysis does not exhibit an understanding of how visuals are forms of artistic/human expression 	High Emerging	Low Developing	<p>Developing:</p> <ul style="list-style-type: none"> •Draft partially or incompletely meets assignment requirements •Thesis presents a partially or underdeveloped relationship between the stakeholder's goals and the visual rhetorical moves/elements employed in the images •Ideas are partially developed for an audience of critical readers and/or inconsistently related to thesis •Argument inconsistently or partially makes connections between images and stakeholder's goals •Argument inconsistently or partially analyzes the rhetorical strategies used in both images (for example: audience, message, purpose, rhetorical appeals, and/or logical fallacies) •Analysis partially exhibits an understanding of how visuals are forms of artistic/human expression 	High Developing	Low Mastering	<p>Mastering:</p> <ul style="list-style-type: none"> •Draft consistently meets assignment requirements •Thesis clearly and explicitly presents the relationship between the stakeholder's goals and the visual rhetorical moves/elements employed in the images • Ideas are consistently fully developed for an audience of critical readers and explicitly related to thesis •Argument consistently makes fully developed connections between images and stakeholder's goals •Argument consistently and thoroughly analyzes the rhetorical strategies used in both images (for example: audience, message, purpose, rhetorical appeals, and/or logical fallacies) •Analysis exhibits an understanding of how visuals are forms of artistic/human expression 	High Mastering
Evidence 25%	Low Emerging	<p>Emerging:</p> <ul style="list-style-type: none"> •Sources are not appropriate and/or credible for scholarly research •Uses inappropriate and/or unreliable sources to support analysis of the rhetorical strategies used in both images •Does not connect thesis and primary and secondary sources •Does not use specific examples from the images to support claims •Does not reflect an understanding of intellectual property conventions or plagiarism •Quoting, summarizing, and paraphrasing are not clearly and consistently introduced, integrated, and analyzed to support arguments 	High Emerging	Low Developing	<p>Developing:</p> <ul style="list-style-type: none"> •Sources are inconsistently appropriate or credible for scholarly research •Inconsistently uses appropriate and/or credible sources to support analysis of the rhetorical strategies used in both images • Inconsistently or partially connects thesis and primary and secondary sources •Uses few or undeveloped specific examples from the images to support claims • Inconsistently reflects an understanding of intellectual property conventions or plagiarism •Quoting, summarizing, and paraphrasing are inconsistently introduced, integrated, and/or analyzed to support arguments 	High Developing	Low Mastering	<p>Mastering:</p> <ul style="list-style-type: none"> •Sources are consistently appropriate and credible for research •Consistently uses appropriate and credible sources to support analysis of the rhetorical strategies used in both images •Consistently and explicitly connects thesis and primary and secondary sources • Consistently uses insightful and specific examples from the images to support claims •Consistently reflects an understanding of intellectual property conventions and plagiarism • Quoting, summarizing, and paraphrasing are clearly and consistently introduced, integrated, and analyzed to support arguments 	High Mastering

Organization 20%	Low Emerging	Emerging: •Introduction does not contextualizes the issue and stakeholder •Topic sentences and transitions are absent, not relevant, or do not clearly support the thesis and/or facilitate the logical progression of the argument •Conclusion is absent, not relevant to thesis, and/or does not summarize/restate the argument	High Emerging	Low Developing	Developing: •Introduction partially contextualizes the issue and stakeholder •Topic sentences and transitions inconsistently or partially support the thesis and/or facilitate the logical progression of the argument. •Conclusion partially or incompletely relates to thesis and/or summarizes/restates the argument.	High Developing	Low Mastering	Mastering: •Introduction fully contextualizes the issue and stakeholder •Topic sentences and transitions clearly, explicitly, and consistently support the thesis and facilitate the logical progression of the argument •Conclusion effectively and thoroughly relates to thesis and summarizes/restates the argument	High Mastering
Format 15%	Low Emerging	Emerging: •Little compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Works Cited citations reflect little effort to conform to MLA/APA format conventions •Necessary in-text citations are absent. •Minimal attention to document design (for example: line and paragraph spacing, font style, and size)	High Emerging	Low Developing	Developing: •Inconsistent employment of MLA/APA documentation style for paper formatting, in-text citations, annotated bibliographies, and works cited •Works Cited citations inconsistently maintain ethical and legal standards of format guide •Necessary in-text citations are inconsistently present and/or inconsistently conform to MLA/APA format conventions. •Inconsistent attention to document design (for example: line and paragraph spacing, font style and size)	High Developing	Low Mastering	Mastering: •Consistent compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Works Cited citations consistently and accurately maintain ethical and legal standards of format guide •Necessary in-text citations are consistently present and consistently conform to MLA/APA format conventions. • Consistent attention to document design (for example: line and paragraph spacing, font style, and size)	High Mastering
Style 15%	Low Emerging	Emerging: •Frequent diction, grammar and/or punctuation issues •Frequent shifts in point of view. •Frequent problems demonstrating accurate usage of standard edited English •Language significantly interferes with the communication of ideas	High Emerging	Low Developing	Developing: •Some diction, grammar and/or punctuation errors •Inconsistent point of view •Inconsistently demonstrates accurate usage of standard edited English •Language does not interfere with communication of ideas	High Developing	Low Mastering	Mastering: •Appropriate diction, grammar, and punctuation •Consistent point of view •Consistently polished and appropriate usage of standard edited English •Language consistently complements and facilitates communication of ideas	High Mastering