

In-class Essay Grading Shorthand & Scale

- u.t. use term
- s.w.e. support with evidence from the text
- t.l.p. tie to larger point (thesis/t.a./author)
- y.o. your opinion
- s. summary
- b. break down loaded word
- m.t. misuse of term
- m. you've misread the essay
- q. put quoted words in quotes

Score	Corresponding Grade	Performance Indicators
1	F	No rhetorical analysis. Author summarizes, evaluates or makes unsupported claims.
2	F	Very little analysis. Author summarizes, evaluates or makes unsupported claims.
3	F	Some (often fragmented) analysis, but little use, or misuse, of rhetorical terminology. Few examples from text to support analysis. Little attempt to argue inductively/many unsupported claims.
4	F	Weak analysis with some accurate use of terms. Little to some attempt to argue inductively/some unsupported claims.
5	D	Consistent, but shallow analysis, with mostly accurate use of terms. Some attempt to argue inductively and support claims.
6	C	Even analysis with accurate use of terms and examples from text. Loaded words are identified, but not unpacked or tied to author/thesis/target audience. Consistent attempt to argue inductively.
7-8	B	Moderately deep analysis with use of terms and examples from text. Loaded words are identified, unpacked and tied to author/thesis/target audience.
8-10	A	Deep analysis with use of terms and examples from text. Loaded words are identified, unpacked and tied to author/thesis/target audience. Overall rhetorical strategy is analyzed.