

## RHETORIC ESSAY SCALE

	LOW									HIGH	SCORE	
<b>MECHANICS:</b>												
Punctuation, Capitalization, Spelling	1	2	3	4	5	6	7	8	9	10	_____	0 mistakes
	3+ mistakes in any combination of mechanics											
Grammar, <sup>1</sup> Sentences <sup>2</sup>	1	2	3	4	5	6	7	8	9	10	_____	0 mistakes
	3+ mistakes in combination of grammar and/or sentence level-mistakes											
Following Directions (word count, font, double-spaced, submitting entry, using MLA style for references, <sup>3</sup> etc.)	1	2	3	4	5	6	7	8	9	10	_____	entry does NOT follow ALL directions
	entry follows ALL directions											
<b>COMPOSITION</b>												
Reflects a rhetorical approach <sup>4</sup>	1	2	3	4	5	6	7	8	9	10	_____	not discernable
	strongly evident											
<b>ORGANIZATION</b>												
Structure in introduction, body, conclusion	1	2	3	4	5	6	7	8	9	10	_____	not discernable, disconnected rambling
	logical connections strongly evident											
Paragraph development <sup>5</sup>	1	2	3	4	5	6	7	8	9	10	_____	Not discernable, undeveloped
	thoroughly developed											
<b>STYLE</b>												
Vocabulary Choice & level	1	2	3	4	5	6	7	8	9	10	_____	simplistic, repetitive, misused words
	effective & appropriate language											

<sup>1</sup> Grammar-level mistakes include subject/verb agreement, noun/pronoun agreement, incorrect pronoun case (who/whom, he/him, etc.), etc.

<sup>2</sup> Sentence-level mistakes include failure to write in complete sentences (fragment), running sentences together with no punctuation or conjunction (run-on), linking what could be two independent sentences with a comma (comma-splice).

<sup>3</sup> References include footnotes, bibliography, quotations, etc., when (if) used.

<sup>4</sup> The essay is persuasive (employing modes of persuasion such as *ethos*, *logos*, or *pathos*), creative, or expressive.

<sup>5</sup> Paragraphs are on distinct topics and are effectively developed with examples, illustrations, analysis, reasons, applications, etc.

Author's voice <sup>6</sup>	1	2	3	4	5	6	7	8	9	10	_____
	Lacks voice, depersonalized										clear, vivid voice
Complexity of thoughts, insights	1	2	3	4	5	6	7	8	9	10	_____
	no original thoughts or insights										insightful and original

**CONTENT**

Lutheran theological Understanding <sup>7</sup>	1	2	3	4	5	6	7	8	9	10	_____
	no doctrinal or theological spiritual discussion										sound and appropriate support for entry's content
Response to prompt	1	2	3	4	5	6	7	8	9	10	_____
	does not address the prompt										content addresses the prompt through organization & content

**BONUS POINTS:**

+ \_\_\_\_\_

The classical rhetorician Longinus, responding to the fact that Homer, despite his undeniable greatness, has some minor mistakes, said that "one sublimity compensates for a multitude of faults." On that principle, essays that have elements that can be described as "sublime"—that is, awe-inspiring qualities of insight or artistic excellence—may be awarded up to 5 bonus points, which can thus compensate for 5 points worth of faults. These bonus points should NOT be awarded unless deserved at the judge's discretion.

**TOTAL SCORE = CRITERIA SCORES (+ BONUS, if any): \_\_\_\_\_**

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<sup>6</sup> Voice is the individual's writing style which includes but is not limited to syntax, semantics, diction, tone, pacing, and concept development. The author's voice reflects the author's own thoughts and words and makes the essay a unique work of creation.  
<sup>7</sup> Lutheran theological understanding: any doctrine or spiritual discussion supports and/or conforms to the Bible as reflected in Luther's *Small and Large Catechisms* and the rest of the *Book of Concord*.