

Rubric for a Precis

	5	4	3	2	1
Sentence 1	The sentence begins with a dependent clause correctly identifying all of the following : the author's full name, genre of the work, year of publishing followed by a "that" clause with an accurate paraphrase and/or quoting of the overall message of the piece.	The sentence begins with a dependent clause identifying most of the following: author's name, genre, year of publishing, followed by a "that" clause with a somewhat accurate or partial paraphrase and/or direct quoting of the overall message of the piece.	The sentence may or may not begin with a dependent clause only adequately identifying most of the following author's name, genre, year of publishing, followed by a "that" clause with only an adequate paraphrase or quoting of the overall message of the piece.	The sentence does not or Attempts to create a independent clause containing only some of the following: author's name, genre, year of publishing It may or may not contain a "that" clause with an inadequate or inaccurate understanding of the author's overall message of the piece.	The sentence is unclear in attempting to accomplish any of the tasks necessary for Sentence #1 of the Rhetorical Precis. It may be coherent, but neglects to list any or only some of the following: author's name, genre, year of publishing. It may or may not contain a "that" clause with a Completely inaccurate understanding of the overall message
Sentence 2	Clearly and appropriately states the "how" an author supports their premise; accurately and appropriately states at least three rhetorical verbs and strategies that develop the overall message in its chronological order. Rhetorical strategies focus on the breadth of the author's style. This sentence reflects sophisticated insight and a clear understanding of the author's rhetorical development.	States the "how" an author supports their strategies that develop the overall message, but may not encompass the overall "breadth" of the piece. This may lack a deep sense of insight in restating the overall message and/or listing the appropriate strategies, but sustains an accurate and general sense of the author's rhetorical development.	States how an author supports their premise; sentence is an adequate statement of the rhetorical strategies used, but lacks a sense of complete and insightful understanding of the development. Strategies identified may fall into the more minute and surface rhetorical strategies that neglect an understanding of an author's overall style. Some aspects of insight are apparent, but the student hesitates to give a full sense of completion.	Attempts to state the rhetorical strategies. May lack accurate or appropriate rhetorical verbs or may be too focused on specific tools rather than the overall strategies. Lacks insight or a deep understanding of the author's rhetorical development.	The sentence is unclear in attempting to identify the rhetorical strategies used. The sentence may be too distracting or unclear incoherency through grammatical mistakes, sentence structures, or a lack of comprehension

Sentence 3	The sentence shows a clear statement of the author's purpose. Student shows they have a complete and thorough understanding of what the author wants his/her intended audience to do once hearing their overall message. The sentence begins with a restatement of the most apparent rhetorical verb, a restated paraphrase of the overall message, an "in order to" phrase, and a clear and accurate statement of the author's purpose.	The sentence states the author's purpose but may not have a sense of completeness. Student understands whom the intended audience is, but may not specify the targeted group's characteristics. The sentence begins with a restatement of the both the overall rhetorical strategy and overall message, an "in order to" phrase, and statement of purpose, but may lack a sense of full accuracy of the author's main idea.	The sentence is only an adequate attempt in stating an author's purpose, but lacks stating the characteristics associated with the audience or purpose. It may or may not contain an "in order to" phrase. It also neglects stating the full breadth of the rhetorical strategies used, but may still have an adequate understanding. The sentence may be missing other apparent strategies used in the piece.	The sentence is less than adequate in attempting to state the author's purpose. It lacks key characteristics associated with the audience. It does not contain an "in order to" phrase. It neglects to restate the prevalent rhetorical strategy used, nor does it show any understanding of how the author develops their assertion(s).	The sentence is simply unclear or incoherent in addressing the author's overall purpose. Major grammatical issues distract the grader from reading.
Sentence 4	The sentence shows a clear understanding of who the author's audience is. The student clearly identifies the specific characteristics of the audience to differentiate between the general target versus the actual. The student may also enrich their understanding of the audience by characterizing the author's relationship with either the subject/topic of the piece and/or the audience.	The student shows a clear understanding of who the author's intended audience is. The student clearly identifies general characteristics of the audience in attempt to differentiate them from the general categorization. The student has also stated the author's relationship between author and audience and/or identified the author's general tone toward the piece and/or topic.	The student shows just an adequate understanding of who the author's targeted audience is. The student does not identify any major characteristics to show an insightful understanding of the audience.	The student shows a less than adequate statement in showing their understanding of who the author's intended audience is. The sentence shows no insight as to either purpose or audience.	The sentence is simply unclear or incoherent in addressing the author's intended audience. Major grammatical issues distract the grader from reading