

Student Name: _____

November 5th AP Prep Session Make-Up Assignment Rubric

	10	5	1
Content Score	<ul style="list-style-type: none"> • Project reveals meticulous research • Opposing arguments adequately researched • Data used is appropriate • Assignment requirements met. 	<ul style="list-style-type: none"> • Project reveals basic research • Opposing arguments researched • Data used is somewhat appropriate • Assignment requirements minimally met. 	<ul style="list-style-type: none"> • Project reveals careless research • Opposing arguments inadequately researched • Data used is inappropriate • Assignment requirements not met.
Style Score	<ul style="list-style-type: none"> • Project reveals that student understands stylistic differences in texts according to audience • Texts incorporate “attention getters” effectively • Points are made effectively. Repetition is used when appropriate • Texts effectively incorporate schemes and tropes • Texts successfully appeal to credibility and logic • If used, rhetorical questions are effective and narrow • Texts effectively incorporate data and statistics (if appropriate) and/or adequate support. • Diction and syntax appropriate for specific texts. 	<ul style="list-style-type: none"> • Project reveals that student somewhat understands stylistic differences in texts according to audience • Texts incorporate “attention getters” • Points are made slightly effective. Repetition is used • Texts incorporate schemes and tropes • Texts appeal to credibility and logic • If used, rhetorical questions are fairly effective and narrow • Texts incorporate data and statistics (if appropriate) and/or support. • Diction and syntax somewhat appropriate for specific texts. 	<ul style="list-style-type: none"> • Project reveals that student does not understand stylistic differences in texts according to audience • Texts incorporate “attention getters” ineffectively • Points are made ineffectively. Repetition is not used when appropriate • Texts ineffectively incorporate schemes and tropes • Texts unsuccessfully appeal to credibility and logic • If used, rhetorical questions are ineffective and broad • Texts ineffectively incorporate data and statistics (if appropriate) and/or inadequate support. • Diction and syntax incongruous for specific texts.
Arrangement Score	<ul style="list-style-type: none"> • Project reveals that student understands differences in arrangement and content in texts directed to specific audiences. • Appeals are appropriate and placed effectively. • Evidence is placed effectively in text according to audience. • Texts are persuasive, directing the audience to accomplish something. 	<ul style="list-style-type: none"> • Project reveals that student slightly understands differences in arrangement and content in texts directed to specific audiences. • Appeals are fairly appropriate and placed somewhat effectively. • Evidence is placed in text according to audience. • Texts are somewhat persuasive, allowing the audience to infer that they should accomplish something. 	<ul style="list-style-type: none"> • Project reveals that student does not understand differences in arrangement and content in texts directed to specific audiences. • Appeals are inappropriate and placed ineffectively. • Evidence is placed ineffectively in text according to audience. • Texts are not persuasive
Score Out of 30=		30= 100% 29= 97% 28= 93% 27= 90% 26= 87%	25= 83% 24= 80% 23 or lower = 0% until you redo the assignment and receive a 24 or higher.