

	High		Middle		Low
Analysis/Content	10	8	6	4	2
Rhetorical Appropriateness	5	4	3	2	1
Organization	5	4	3	2	1
Introduction/Conclusion	5	4	3	2	1

Sub Total (Content/Rhetoric) Score: _____

	High		Middle		Low
Punctuation	10	8	6	4	2
Grammar & Usage	5	4	3	2	1
Spelling	5	4	3	2	1
Format	5	4	3	2	1

Sub Total (Mechanics) Score: _____

Descriptor

Analysis/ Content

High: Covers the content required and then some. Goes into accurate details about the grammatical features and connects them to the author's style, content, or purpose (the rhetorical situation). Points out things an average reader may not even notice without consideration. Gives many examples to illustrate points.

Middle: Covers the content required and not much more. Details are there but are not very full, and may sometimes be inaccurate. Examples are given but are not ample.

Low: Describes but does not analyze. Tells what is there but not why, or how it relates to the rhetorical situation or style. Many inaccuracies.

Rhetorical Appropriateness

High: The style and tone are exactly suited to a memo written in an academic setting. The writer addresses the reader and the concerns of the reader.

Middle: The style and tone are fairly well-suited to an academic setting but may not be personally suited to the memo recipient. A few word choices or other stylistic choices may be slightly off.

Low: The style and tone are unsuited to a memo and to an academic setting. The writer ignores or misses the concerns of the reader.

Organization

High: There is an evident principle of organization. There may be headings, and if so they guide the reader. Topic sentences may also guide the reader. The memo is easy to skim. Everything the forecast mentions will be discussed is included.

Middle: The principle of organization may be present but may not be the best choice (i.e., it may be chronological, ordered by how the essay being analyzed is ordered, rather than logical, according to categories such as "apostrophes," "diction," etc. Headings might be lacking where they would have helped.

Low: There is no evident principle of organization, and transitions between paragraphs are weak or non-existent. Sometimes transitions are present but they are awkward or highly mechanical.

Introduction/Conclusion

High: Introduction sets the context for the memo—what the memo writer is doing and why—and explains the rhetorical situation for the writing being analyzed. Includes a brief summary of content of the essay being analyzed and a thesis. May also include a forecast statement (“In this memo I will . . .” or “This memo explains . . .”). If the introduction does not include the thesis, the conclusion does. The conclusion reviews major points and makes some general comments about the author’s style or about writing.

Middle: Introduction provides the required rhetorical situation and describes the piece being analyzed, but neglects the thesis. The conclusion summarizes or reviews the major points.

Low: Introduction dives right into the assignment without more than a mention of what is being analyzed. Misses or does a very surface job of describing one of the major components (rhetorical situation; summary of content). Just ends.

Punctuation, Grammar & Usage, Spelling, Format

High: Conforms to the norms of edited American English. Uses language concisely and eloquently. Flows well from one sentence to the next and reads well aloud. Sentence lengths and types vary to give the prose rhythm. The few errors there may be do not get in the way of reading fluently. There are adequate transitions or links between sentences.

Middle: May be a little wordy in places, where sentences could be combined, but reads fairly well. Diction may be correct but is not always lively. Matter-of-fact and correct, but not really showing a personality doing the writing. Errors are minor and not distracting.

Low: Errors are distracting and show a lack of understanding of sentence-level grammar or the basic conventions of edited American English.