



assessing a brochure produced for a non-profit organization

your name:

name of person who produced the brochure:

The brochure has a clear purpose.

It is easy to look at the brochure and tell the audience at which it is aimed.

The audience has been defined with appropriately complex characteristics (ie, they've been defined not simply as "adults").

The writing in the brochure develops an appropriate *ethos* for the non-profit organization.

The writing in the brochure addresses its audience using *pathos* appropriate to the purpose.

All the brochure's strategies address the audience respectfully.

The writing has been visually presented so it is easy to read.

Pictures used in the brochures are clearly relevant to its purpose.

The brochure makes thoughtful and tied-to-its-purpose use of contrast, typefaces, color, etc.

The brochure maker has tried to make a crisp, professional-produced brochure.

All verbal text is appropriately spelled and uses appropriate grammar.

	per- fect	very well done	done	not so well done	not done

COMMENTS:

responding to a short comic on a social issue

your name:

name of person who produced the instructions:

The comic makes a clear argument about a social issue.

Someone from the intended audience will readily understand the purpose of the comic.

The comic uses comic book/graphic novel conventions appropriately in developing its purpose.

The comic uses comic book/graphic novel conventions creatively in developing its purpose.

The intended audience is treated by the text as people who think *and* feel.

The writing is respectful of its audience (even when humorous).

The composer's *ethos* is appropriately authoritative and thoughtful—but nonetheless fitting with the comic medium.

The illustrations/photographs are appropriate for the argument being made.

The layout encourages the audience to approach the material thoughtfully.

The writing and illustrations use appropriate *pathos* appeals for the audience.

The writing uses appropriate grammar and spelling.

	per- fect	very well done	done	not so well done	not done

COMMENTS:



a rubric for a research documentary photography book

your name:

name of person who produced the book:

	per- fect	very well done	done	not so well done	not done
The book has an argument: it makes a statement or claim about its topic, and supports the statement or claim with reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The argument of the book will be obvious to the book's intended audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The book's argument is worth making: it is new for its audience, or creatively presented, or presents an old argument in a newly compelling manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The photographs are ordered in the book to build to the argument over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All the visual strategies (typography, page arrangement, etc.) used in the book are appropriate to the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The photographs are relevant to the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If text/captions are present, they are relevant to the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The text supports the photos, and not vice versa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The book introduces its audience to its topic appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If text/captions are present, they are perfectly spelled and use appropriate grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Your name:

Name of person who wrote the editorial you are reviewing:

GRADING RUBRIC FOR EDITORIALS

quality	✓++	✓+	✓	✓-	no	N/A
In terms of LOGOS, the editorial . . .						
has an identifiable main claim.						
has supporting evidence/reasons for each claim it makes.						
is well structured: it does not jump all over the place but instead builds in a logical & focused order.						
has an introduction that states its claims or purposes clearly for its audience.						
has a conclusion that sums up the argument.						
has no fallacies.						
explains the issue at stake.						
In terms of ETHOS, the editorial . . .						
shows that and how you are invested in the writing.						
has an appropriate tone of voice for the audience & purpose.						
shows that you've used the resources of the class text to help you build strong & appropriate arguments.						
has an appropriately authoritative and trustworthy ethos.						
has writing that is eloquent & flowing (if appropriate).						
has a strong voice.						
has the level of attention to grammar and spelling appropriate to audience and purpose.						
In terms of PATHOS, the editorial . . .						
arouses an appropriate level of emotion for its purposes and audience.						
addresses values in a manner appropriate to purpose, audience, and context.						
In terms of AUDIENCE, . . .						
describe as exactly as you can the kind of audience you think is being addressed by the editorial.						
is the editorial addressing an audience that already believes what the editorial is arguing—or is it doing the more challenging work of trying to converse with an audience that thinks differently? Describe why you make the judgment you do, using examples from the editorial.						
Please indicate here any specific actions you think the editorial's writer can take in order to improve the editorial in the areas where it was not perfect.						



responding to a communication project produced for a non-profit organization

your name:

name of person who produced the brochure:

The medium of the object has been carefully chosen in line with the communication purposes of the non-profit.

The object has a clear purpose.

It is easy to look at the object and tell the audience at which it is aimed.

The object considers its audience as people who think, feel, and desire to be respected.

The object develops an appropriate *ethos* for the non-profit organization.

The object addresses its audience using *pathos* appropriate to the purpose.

All the object's strategies address the audience in line with the object's purpose.

The object's composer(s) made good use of feedback to earlier versions.

The object will appeal to its audience and will draw them into it.

The object is appropriately well-made for its medium.

Given the limitations of time and materials, the composer(s) of this project have done fabulous work.

	perfect	very well done	done	not so well done	not done	na

COMMENTS:

assessing an online research project

your name:

name of person to whose project you are assessing:

	perfect	very well done	done	not so well done	not done
The research develops an argument about the topic it considers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The argument for this project will be discernable to its audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The audience has been defined with appropriately complex characteristics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The writing in the project develops an appropriate <i>ethos</i> for the composer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The writing in the project addresses its audience using <i>pathos</i> appropriate to the purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The website has been arranged so that its ordering supports the audience in seeing the argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The writing has been visually presented so it is easy to read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pictures, animations, or links in the website are clearly relevant to its purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The website makes thoughtful and tied-to-its-purpose use of contrast, typefaces, color, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research project uses the possibilities of the web appropriately in relation to its purpose(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research project uses the possibilities of the web creatively to achieve its purpose(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pages of the website load quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All verbal text is appropriately spelled and uses appropriate grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The website is designed so that its audience will want to read it, and will sense the composer's enthusiasm / interest in the research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS:

a rubric for a short oral presentation

your name:

name of the speaker:

	per- fect	very well done	done	not so well done	not done
in terms of ethos...					
The speech is clearly spoken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speaker makes appropriate eye contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speaker doesn't read off a page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speech is 2-3 minutes long (as the assignment asked).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speaker presents her/himself appropriately for the purpose and context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in terms of pathos...					
The speaker considers the audience in terms of examples used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speaker works to keep the audience engaged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any visual aids or sound support is appropriate to the purpose, audience, and context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The delivery is appropriate for the argument being made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speech has a strong ending and leaves a lasting impression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in terms of logos...					
The speech has one main purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speaker makes the speech's purpose obvious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speech is appropriately structured so that the audience can retain the main point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The speaker pays attention to multiple sides of the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:



A RUBRIC FOR AN ARGUMENTATIVE POSTER

your name:

name of person who produced the poster:

	per- fect	very well done	done	not so well done	not done
The poster has an argument: it makes a statement or claim about its topic, and supports the statement or claim with reasons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The argument of the poster will be obvious to the poster's intended audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There's clearly been thought given to how the poster looks so that its look supports the poster's purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The poster uses pictures or other visual strategies that are unambiguous and easy for its audience to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The poster uses words that are unambiguous and easy for its audience to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pictures used in the poster are clearly relevant to the poster's purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The poster makes thoughtful and tied-to-its-purpose use of contrast, typefaces, color, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The poster uses strategies the audience can relate to, such as humor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The poster maker has tried to make a crisp, professional-produced poster.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All verbal text is appropriately spelled and uses appropriate grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

A RUBRIC FOR A RESEARCH PAPER

your name:

name of person who produced the book:

	doesn't do/have this	<>	does this okay	<>	done perfectly
The introduction to the paper...					
catches the attention of the reader.					
focuses the topic (that is, it clearly expresses the problem or question with which the paper is concerned).					
The paper's thesis...					
makes sense.					
can be argued.					
answers the question or problem posed in the introduction.					
The argument(s) of the paper...					
can be easily followed by a reader.					
is ordered to support the thesis.					
The ending/conclusion of the paper...					
supports the thesis.					
follows out of the preceding arguments.					
In terms of differing viewpoints, the paper...					
acknowledges that they exist.					
addresses and considers those viewpoints.					
The ethos of the paper is...					
appropriate to the argument.					
credible.					
engaging to a reader.					
The paper's sources are...					
credible.					
appropriate for the arguments.					
appropriately documented and cited.					
The paper has an appropriate and engaging title.					
There are no errors of spelling or grammar.					
The paper is typed, and is visually neat and organized.					

your name

name of person who produced the analysis

a rubric for the rhetorical analysis of a magazine article

	does this perfectly	better than expected	does this	could do this better	doesn't do this yet	comments
The analysis...						
makes an argument — offers a clear claim with supporting reasons — about how the chosen text uses rhetorical strategies to achieve its purposes.						
starts with a clear statement of its argument.						
has a structure (logos) that is easy to follow: readers can easily see why the writer has moved from one paragraph to the next.						
sums up its arguments in its conclusion.						
is of a text that is worth analyzing because it is challenging or complex.						
gives readers sufficient explanation or description of the text being analyzed so that readers can understand the analysis.						
offers sufficient support (through quotation of the text being analyzed and other strategies) for its main claim.						
shows a careful reading or viewing of the text being analyzed.						
The writing...						
at the sentence level is clear and easy to follow.						
develops an authoritative and thoughtful ethos for the writer.						
is of the length asked by the assignment.						
is grammatically appropriate.						
Comments below:						



a rubric for an instruction set on how to be a computer gamer

your name:

name of person who produced the instructions:

The instruction set would help a non-gamer comfortably enter the culture of computer gaming.

The instruction set does not assume any prior knowledge about computer gaming on the part of its audience (and does not use insider language without explanation).

The audience has been defined with appropriately complex characteristics (i.e., they've not been defined simply as "people who don't play computer games because they're out of it").

The tone of the writing is respectful (even when humorous).

The composer's *ethos* is appropriately authoritative but not "snotty."

The illustrations are appropriate for what is being taught.

The layout encourages the audience to approach the material confidently.

The writing and illustrations use appropriate *pathos* appeals for the audience.

The writing builds in such a way as to invite someone into computer gaming culture, with an introduction and further information that grows out of that introduction.

The writing uses appropriate grammar and spelling.

perfect	very well done	done	not so well done	not done
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COMMENTS:

RESPONDING TO A SHORT VIDEO PUBLIC SERVICE ANNOUNCEMENT (PSA)

your name:

name of person who produced the PSA:

The PSA has a clear purpose.

It is easy to look at the PSA and tell the audience at which it is aimed.

The audience has been defined with appropriately complex characteristics (ie, they've been defined not simply as "adults" or "people who care").

After seeing the PSA, the audience will know the sponsoring organization and how to contact the organization.

The PSA develops an appropriate *ethos* for the organization being represented.

The PSA addresses its audience using *pathos* appropriate to the purpose—and doesn't put an overly emotional spin on its topic.

All the PSA's strategies address the audience respectfully.

All the audio and video effects support the purpose of the video.

The audio is clear and easy to understand.

The PSA is engaging for its audience, and they will want to see it again.

PER-FECT	VERY WELL DONE	DONE	NOT SO WELL DONE	NOT DONE
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COMMENTS:



some qualities of polished writing in a research essay

- The writing is focused on one main argument.
- Any supporting arguments do indeed support the main argument.
- The argument is understandable to its audience.
- The argument is worth making: it focuses around a topic or controversy that matters to its audience.
- The writing shows that the writer has engaged with the topic, and has studied it beyond the surface level.
- The writing is focused around a question or problem that opens new or unexpected avenues of thought into the issue for the audience.
- The writing shows that the writer has tried to demonstrate to the audience that the topic matters to the audience.
- The writing acknowledges and discusses multiple sides to the issue being discussed.
- Other perspectives on the issue being discussed are considered respectfully and are taken seriously.
- There is an appropriate level of evidence and support—such as examples (which can include personal experience), facts and/or figures, illustrations or photographs, charts and/or graphics—to support the argument being made.
- The writing shows that the writer has made an effort to find appropriate and interesting sources.
- Sources are appropriately cited in the body of the paper.
- Any sections of the paper that appear to come from other sources indicate the source.
- All used sources are appropriately cited at the end of the paper, using one of the accepted citation styles.
- Any graphics used are clear and easy to understand.
- Any graphics used are appropriate to the argument.
- All graphics are treated appropriately as sources.
- Readers will easily understand why the paragraphs are ordered as they are.
- The writer has supplied transitions between each paragraph or section so that readers will understand why one paragraph moves into the next.
- Readers will be able to read the sentences easily because the grammar and spelling have been carefully checked.
- The grammar and spelling are rhetorically appropriate.
- The writing has a neat and easy-to-read appearance.
- The writing has an introduction that appropriately brings readers into the argument.
- The writing is as long as it needs to be to make its argument fully.
- At its conclusion, the writing sums up its argument in a manner that the audience will both understand and is likely to remember.
- The writing has a consistent ethos (if this is appropriate to the purpose of the paper).
- The ethos is appropriate to the purpose of the paper.
- The writing doesn't ramble, whine, or shout at its audience (unless rambling, whining, and shouting are appropriate to the purpose).
- The writing demonstrates that the writer has an appropriate level of authority and/or knowledge to write on this topic.
- The writer pays attention to the emotions of the audience.
- The writing shows that the writer respects the audience's intelligence and ability to think.
- The writing shows that the writer has tried to make the writing interesting to readers.