**HCPS Précis Rubric**

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| **Criteria** | **4**  **Advanced** | **3**  **Proficient** | **2**  **Improving** | **1**  **Warning/Failing** |
| **Author, genre, title** | The sentence begins with a dependent clause correctly identifying all of the following: the author’s full name and qualification (if applicable), title and 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 and qualification (if applicable), title and 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 adequately identifying most of the following: author’s name and qualification (if applicable), title and genre, year of publishing, followed by a “that” clause with an inaccurate paraphrase or quoting of the overall message of the piece. | The sentence is unclear in attempting to accomplish any of the tasks necessary for Sentence #1. |
| **Rhetorically accurate verb and author’s main claim** | Has a strong claim that shows insight and understanding of the author’s position. Includes a rhetorically accurate verb. | The rhetorically accurate verb may be somewhat generic, but the author’s claim is accurate. | The author’s claim is only partially stated or is oversimplified. Weak, vague, or generic verb is used. | Misreads or misstates the author’s claim. Inaccurate or weak verb is used. |
| **Support** | Addresses primary evidence in the text.  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 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. | Addresses relevant evidence in the text, but may overlook a primary piece of evidence.  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. | Only includes some primary evidence or is vague in identifying evidence. Attempts to state the rhetorical strategies. Lacks insight or a deep understanding of the author’s rhetorical development. | Fails to address important evidence.  The sentence is unclear in attempting to identify the rhetorical strategies used and/or there is a clear lack of comprehension. |
| **Purpose** | Purpose tightly connects to the claim. The sentence shows a clear statement of the author’s purpose. Student shows he/she has a complete and thorough understanding of what the author wants his/her intended audience to do once hearing their overall message (call to action). The sentence begins with a restatement of the most apparent rhetorical verb/strategy, a restated paraphrase of the overall message, an “in order to” phrase followed by a clear and accurate statement of the author’s call to action. | Purpose is generic or mimics the claim. The sentence is only an adequate attempt in stating an author’s purpose; it may neglect stating the predominant rhetorical strategy/ strategies used, but it still has an adequate or general understanding of the central message of the work. It contains an “in order to” phrase followed by an adequate or general understanding of the purpose/call to action. | Purpose does not connect to the claim. The sentence is less than adequate in attempting to state the author’s purpose, predominant rhetorical strategies or call to action. It may or may not contain an “in order to” phrase but conveys some understanding of the call to action. | Purpose is entirely inaccurate. It may be unclear or incoherent in addressing any of the following: the author’s rhetorical strategies, overall purpose or call to action. |
| **Audience** | Clearly explains who the target audience is, and why this audience would be receptive to the message. The student clearly identifies the specific characteristics of the audience to differentiate between the general target versus the actual. The student may also enrich his/her understanding of the audience by characterizing the author’s relationship with either the subject/topic of the piece and/or the audience. | Clearly explains who the target audience is, but may overlook why this audience would be receptive to the message. 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 his/her understanding of who the author’s intended audience is. The sentence shows no insight as to either purpose or audience. | The student misidentifies the audience or does not include the audience. |
| **Grammar** | Contains few, if  any errors in  capitalization,  punctuation,  spelling, and  grammar | Contains some  errors in  capitalization,  punctuation,  spelling and  grammar that do  not interfere with  the meaning | Contains several  errors in  capitalization,  punctuation,  spelling and  grammar that may  interfere with the  meaning | Contains many  errors in  capitalization,  punctuation,  spelling and  grammar that  interfere with the  meaning |

Total: \_\_\_\_/24 points

(18 is passing)