

Lincoln Sample Paper Annotations

NNN (6) – This adequate essay opens with a lackluster sentence but quickly provides a specific plan for elucidating strategies which accomplish Lincoln’s purpose of “a strong sense of unity.” The discussion of inclusive pronouns in the next to last paragraph provides a strong finish to a rather straightforward five paragraph essay.

DDDD (9) – With its impressive control of language and its apt analysis, this essay is a solid 9. The student explains why specific rhetorical techniques are especially appropriate for Lincoln’s audience and connects technique and effect with a succinct and accurate statement of Lincoln’s purpose.

T (1) – Although this writer understands some requirements of successful speech making, the essay offers little analysis and mostly summary and repetition of material from the prompt.

JJJ (3) – Although this paper strays from the prompt and the writer struggles with malapropisms, he/she emerges, in the latter half of page two, with a correct statement of Lincoln’s purpose and a minimal attempt at analysis. This lifts the summary-ridden essay from a 2 to a 3.

X (5) – Essays earning a score of 5 are generally uneven and inconsistent and these words seem appropriate in describing this sample. It has one well-developed and argued point and its other areas of discussion are confused and confusing.

H (8) – This writer builds a solid case for the establishment of Lincoln’s purpose of unifying the nation. Noting strategies of diplomacy and ethos, this student methodically develops an effective analysis.

S (4) – Although the writer engages in analysis in paragraphs two and three, the bulk of the essay is merely a paraphrase of the prompt and the text.

MMM (7) – This essay opens with a strong statement of Lincoln’s purpose and provides more than adequate examples of rhetorical analysis to support the claims of the first paragraph.

FF (7) – More than adequate demonstration of how rhetorical strategies achieve Lincoln’s purpose

J (9) – Perhaps a low 9, but the writer effectively shows how diction and parallelism achieve Lincoln’s unifying purpose.

SSS (2) - The writer achieves little success in this essay by substituting a simpler task of voicing personal opinion rather than doing rhetorical analysis.

HHHH (1) – This sample has a reputation for being the longest 1. The student got carried away.