

The Art of Rhetoric: Teaching Students to Read Like Writers and Write Like Readers



Grades 7-10 Expository Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors defined in a given score point.*

Score Point	Purpose/Structure	Development	Language
<p>4</p> <p>Above grade-level accomplishment demonstrated.</p>	<ul style="list-style-type: none"> • Central idea is focused on the task and consistently maintained throughout. • Organizational structure strengthens the response and allows for the advancement of the central idea. • Purposeful transitional strategies connect ideas within and among paragraphs and create cohesion. • Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> • Skillful development demonstrates thorough understanding of the topic. • Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the central idea. • Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay. • Evidence is appropriately cited. 	<ul style="list-style-type: none"> • Integration of academic vocabulary strengthens and furthers ideas. • Skillful use of varied sentence structure contributes to fluidity of ideas. • Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. • Tone and/or voice strengthens the overall response.
<p>3</p> <p>Within the range of grade-level performance.</p>	<ul style="list-style-type: none"> • Central idea is focused on the task and generally maintained throughout. • Organizational structure is logical and allows for advancement of the central idea. • Purposeful transitional strategies connect ideas within and among paragraphs. • Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> • Logical development demonstrates understanding of the topic. • Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the central idea. • Relevant, integrated evidence from multiple sources lends credibility to the exposition. • Evidence is appropriately cited. 	<ul style="list-style-type: none"> • Integration of academic vocabulary demonstrates clear expression of ideas. • Sentence structure is varied and demonstrates grade-appropriate language facility. • Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. • Tone and/or voice is appropriate for the overall response.

<p style="text-align: center;">2</p> <p>Approaching the range of grade-level performance.</p>	<ul style="list-style-type: none"> • Central idea may be unclear, loosely related or insufficiently sustained within the task. • Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas. • Transitions attempt to connect ideas but may lack purpose and/or variety. • Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective. 	<ul style="list-style-type: none"> • Development may demonstrate partial or incomplete understanding of the topic. • Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective. • Evidence may be partially integrated and/or related to the topic but disconnected from the exposition. • Lacks appropriate citations. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas. • Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility. • Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions. • Tone and/or voice may be inconsistent. • May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.
<p style="text-align: center;">1</p> <p>Below grade-level performance demonstrated.</p>	<ul style="list-style-type: none"> • Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. • Demonstrates little or no discernible organizational structure. • Transitions may be absent or confusing. • Introduction and conclusion may be unrelated to the response and/or create confusion. • Too brief to demonstrate knowledge of purpose, structure, or task. 	<ul style="list-style-type: none"> • Response may demonstrate lack of understanding of the topic and/or lack of development. • Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. • Evidence from sources may be absent, vague, and/or confusing. • Lacks appropriate citations. • Too brief to demonstrate knowledge of elaboration, topic, or sources. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be vague, unclear, or confusing. • Sentence structure may be simplistic or confusing. • Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. • Tone and/or voice may be inappropriate. • Brevity with errors demonstrates lack of command of language skills.

*Citation is not a holistic consideration. Without citation, the highest score possible in *Development* is a 2.

Grades 7-10 Argumentation Rubric

Responses are scored holistically by domain and earn scores by demonstrating *most* of the descriptors in a given score point.*

Score Point	Purpose/Structure	Development	Language
<p>4</p> <p>Above grade-level accomplishment demonstrated.</p>	<ul style="list-style-type: none"> • Position** is focused on the task and consistently maintained throughout. • Organizational structure strengthens the response and allows for the advancement of the argument. • Purposeful transitional strategies connect ideas within and among paragraphs, creating cohesion. • Effective introduction and conclusion enhance the essay. 	<ul style="list-style-type: none"> • Skillful development demonstrates thorough understanding of the topic. • Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to enhance the argument. • Smoothly integrated, relevant evidence from multiple sources lends credibility to the argument. • Grade-level expectations for counterclaim(s) are fully addressed. • Evidence is appropriately cited. 	<ul style="list-style-type: none"> • Integration of academic vocabulary strengthens and furthers ideas. • Skillful use of varied sentence structure contributes to fluidity of ideas. • Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. • Tone and/or voice strengthens the overall argument.
<p>3</p> <p>Within the range of grade-level performance.</p>	<ul style="list-style-type: none"> • Position** is focused on the task and generally maintained throughout. • Organizational structure is logical and allows for the advancement of the argument. • Purposeful transitional strategies connect ideas within and among paragraphs. • Sufficient introduction and conclusion contribute to a sense of completeness. 	<ul style="list-style-type: none"> • Logical development demonstrates understanding of the topic. • Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques as appropriate to support the argument. • Relevant, integrated evidence from multiple sources lends credibility to the argument. • Grade-level expectations for counterclaim(s) are sufficiently addressed. • Evidence is appropriately cited. 	<ul style="list-style-type: none"> • Integration of academic vocabulary demonstrates clear expression of ideas. • Sentence structure is varied and demonstrates grade-appropriate language facility. • Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. • Tone and/or voice is appropriate for the overall argument.

<p>2</p> <p>Approaching the range of grade-level performance.</p>	<ul style="list-style-type: none"> • Position** may be unclear, loosely related, or insufficiently sustained within the task. • Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas. • Transitions attempt to connect ideas but may lack purpose and/or variety. • Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective. 	<ul style="list-style-type: none"> • Development may demonstrate partial or incomplete understanding of the topic. • Elaboration may attempt to develop the argument but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective. • Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the argument. • Grade-level expectations for counterclaim(s) are insufficiently addressed. • Lacks appropriate citations. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas. • Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility. • Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling; may contain multiple distracting errors, demonstrating partial command of standard English conventions. • Tone and/or voice may be inconsistent. • May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.
<p>1</p> <p>Below grade-level performance demonstrated.</p>	<ul style="list-style-type: none"> • Position** may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. • Demonstrates little or no discernible organizational structure. • Transitions may be absent or confusing. • Introduction and conclusion may be unrelated to the response and/or create confusion. • Too brief to demonstrate knowledge of purpose, structure, or task. 	<ul style="list-style-type: none"> • Response may demonstrate lack of understanding of the topic and/or lack of development. • Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. • Evidence from the sources may be absent, vague, and/or confusing. • Counterclaim(s) are absent or confusing. • Lacks appropriate citations. • Too brief to demonstrate knowledge of elaboration, topic, or sources. 	<ul style="list-style-type: none"> • Vocabulary and word choice may be vague, unclear, or confusing. • Sentence structure may be simplistic or confusing. • Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. • Tone and/or voice may be inappropriate. • Brevity with errors demonstrates lack of command of language skills.

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**Claim in Grade 7 benchmarks

Speech Entitled "Ain't I a Woman?"

by Sojourner Truth

Delivered at the 1851 Women's Convention in Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the Negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

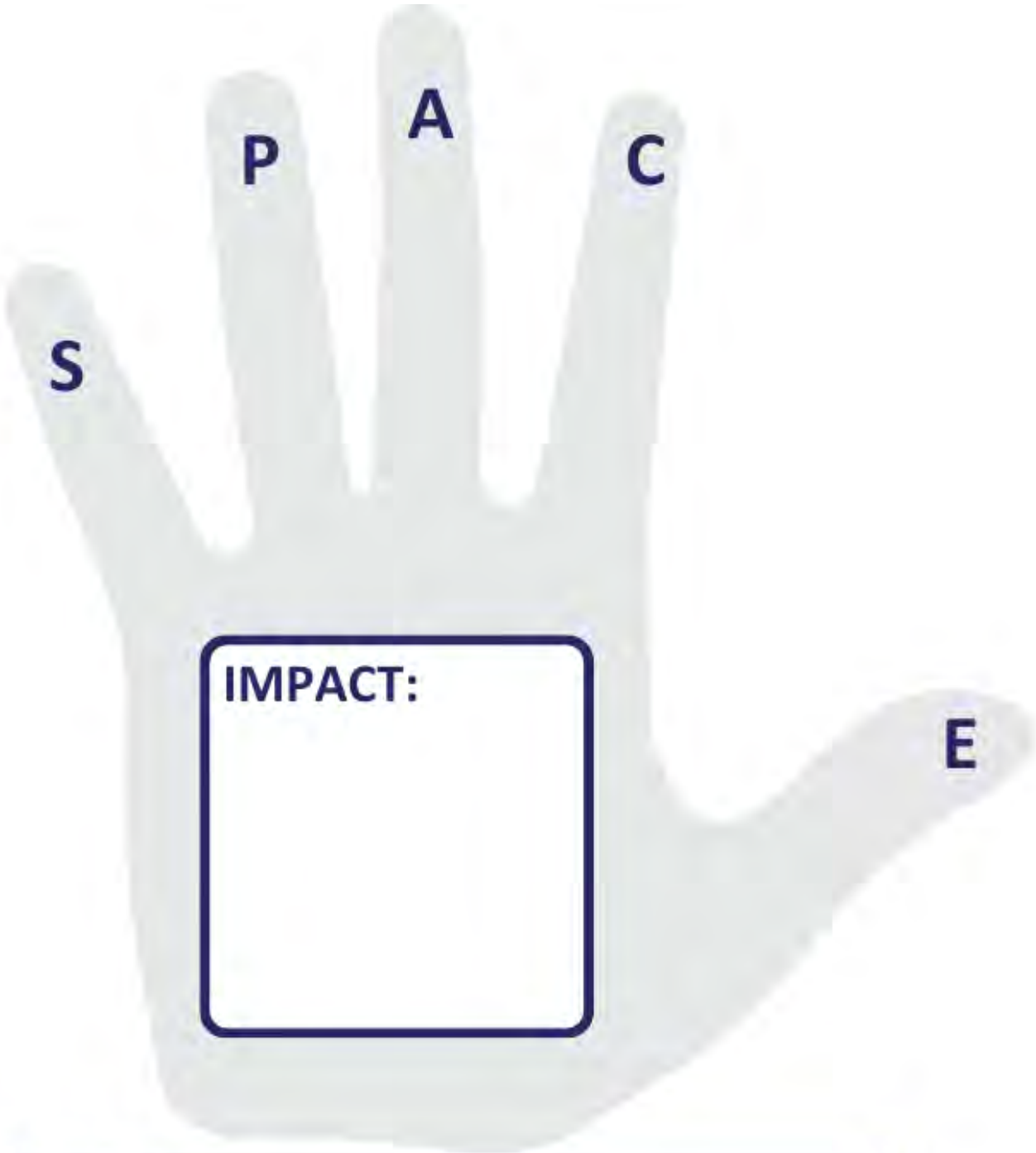
That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man – when I could get it – and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or Negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it. The men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.



Evidence:

Write Like a Reader

S-P-A-C-E-E

<p><u>Speaker</u></p> <ul style="list-style-type: none"> • Where can you insert opportunities to introduce yourself to the reader? • How do you establish your credibility? (<i>ethos</i>) 	
<p><u>Purpose</u></p> <ul style="list-style-type: none"> • What do you ultimately want to convince the readers to do? 	
<p><u>Audience</u></p> <ul style="list-style-type: none"> • Who is your audience and what do they care about? (<i>pathos</i>) 	
<p><u>Context:</u></p> <ul style="list-style-type: none"> • How do you feel about the topic? • How would you describe your feeling in words? • What language would you use to appeal to the reader? • How do others feel about the topic? 	
<p><u>Exigence</u></p> <ul style="list-style-type: none"> • Explain why it is necessary to address this topic now. (<i>kairos</i>) 	
<p><u>Evidence</u></p> <ul style="list-style-type: none"> • What kind of evidence will support your purpose or perspective? (<i>ethos, pathos, logos</i>) 	

Sentence One (Who/What?)

_____, in the _____,
(author) (text type) (title)
_____ that _____
(rhetorically accurate verb) (major assertion/claim)
_____.

Sentence Two (How?)

_____ supports his/her _____ by _____
(author's last name) (claim, assertion, etc.) (-ing verb)

_____.

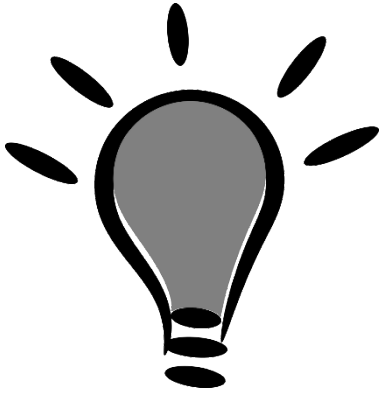
Sentence Three (Why?)

The author's purpose is to _____
(show, suggest, persuade, convince, etc.)

in order to/so that _____.

Sentence Four (To Whom?)

The author writes in a _____ tone for _____
(adjective) (audience)
_____.



I learned...



I'm still wondering...



One thing I will implement...
