

APPENDIX F

Evaluation Form

Based on the CSU English Placement Test (EPT)

Part I: Revising Checklist—Mark the appropriate categories.

	Superior	Strong	Adequate	Marginal	Weak	Very Weak	Comments
Response to the topic	Addresses the topic clearly and responds effectively to all aspects of the task.	Addresses the topic clearly but may respond to some aspects of the task more effectively than others.	Addresses the topic but may slight some aspects of the task.	Distorts or neglects aspects of the task.	Indicates confusion about the topic or neglects important aspects of the task.	Suggests an inability to comprehend the question or to respond meaningfully to the topic.	
Understanding and use of the assigned reading	Demonstrates a thorough critical understanding of the assigned reading in developing an insightful response.	Demonstrates a sound critical understanding of the assigned reading in developing a well-reasoned response.	Demonstrates a generally accurate understanding of the assigned reading in developing a sensible response.	Demonstrates some understanding of the assigned reading but may misconstrue parts of it or make limited use of it in developing a weak response.	Demonstrates very poor understanding of the main points of the assigned reading. Does not use the reading appropriately in developing a response or may not use the reading at all.	Demonstrates little or no ability to understand the assigned reading or to use it in developing a response.	
Quality and clarity of thought	Explores the issues thoughtfully and in depth.	Shows some depth and complexity of thought.	May treat the topic simplistically or repetitively.	Lacks focus or demonstrates confused or simplistic thinking.	Lacks focus and coherence and often fails to communicate ideas.	Is unfocused, illogical, or incoherent.	
Organization, development, and support	Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.	Is well-organized and developed, with ideas supported by appropriate reasons and examples.	Is adequately organized and developed, generally supporting ideas with reasons and examples.	Is poorly organized and developed, presenting generalizations without adequate support or details without generalizations.	Has very weak organization and development, providing simplistic generalizations without support.	Is disorganized and undeveloped, providing little or no relevant support.	
Syntax and command of language	Has an effective, fluent style marked by syntactic variety and a clear command of language.	Displays some syntactic variety and facility in the use of language.	Demonstrates adequate use of syntax and language.	Has limited control of syntax and vocabulary.	Has inadequate control of syntax and vocabulary.	Lacks basic control of syntax and vocabulary.	
Grammar, usage, and mechanics (See list on next page for details)	Is generally free from errors in grammar, usage, and mechanics.	May have a few errors in grammar, usage, and mechanics.	May have some errors but generally demonstrates control of grammar, usage, and mechanics.	Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.	Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.	Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.	

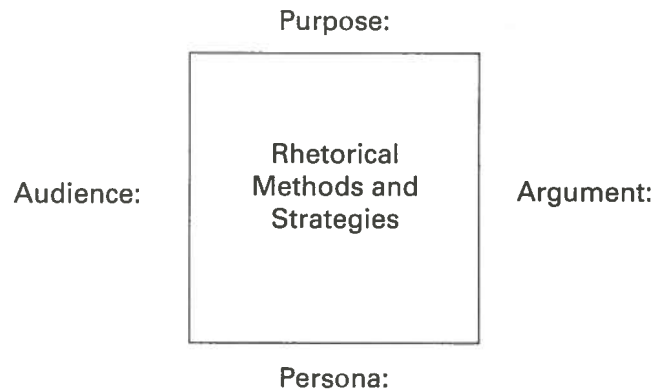
APPENDIX E

Strategies for Reading and Writing Rhetorically

PAPA Square

The PAPA Square is adapted from Maxine Hairston's *Contemporary Composition* (short edition). Through a PAPA Square, students analyze the **p**urpose, **a**rgument, **p**ersona, and **a**udience of a text.

Around the perimeter of the box, students answer the following questions in response to their own writing: Who is my audience? What is the persona, or public image, that I create for myself through my language choices and tone? What is my thesis or argument? What is my purpose or the desired outcome of my argument (i.e., what would I like my reader to do if he or she is persuaded my argument)? In the center of the PAPA Square, students identify the stylistic devices and the emotional, logical, and ethical appeals they use to persuade their audiences. These may include types of evidence, figurative language, text structures (e.g., cause and effect), and tone.



Rhetorical Précis

In a rhetorical précis, students write a brief analysis of the content, purpose, and persuasive strategies of a text using the pattern below (from *Reading Rhetorically* by John C. Bean, Virginia A. Chappell, and Alice M. Gillam):

Sentence 1: Note the name of the author, the genre and title of the work, and the publication date in parentheses; a rhetorically accurate verb; and a *that* clause containing the major assertion or thesis statement in the work.

Sentence 2: An explanation of how the author develops and supports the thesis, usually in chronological order.

Sentence 3: A statement of the author's apparent purpose, followed by an "in order to" phrase.

Sentence 4: A description of the intended audience, the relationship the author establishes with the audience, or both.