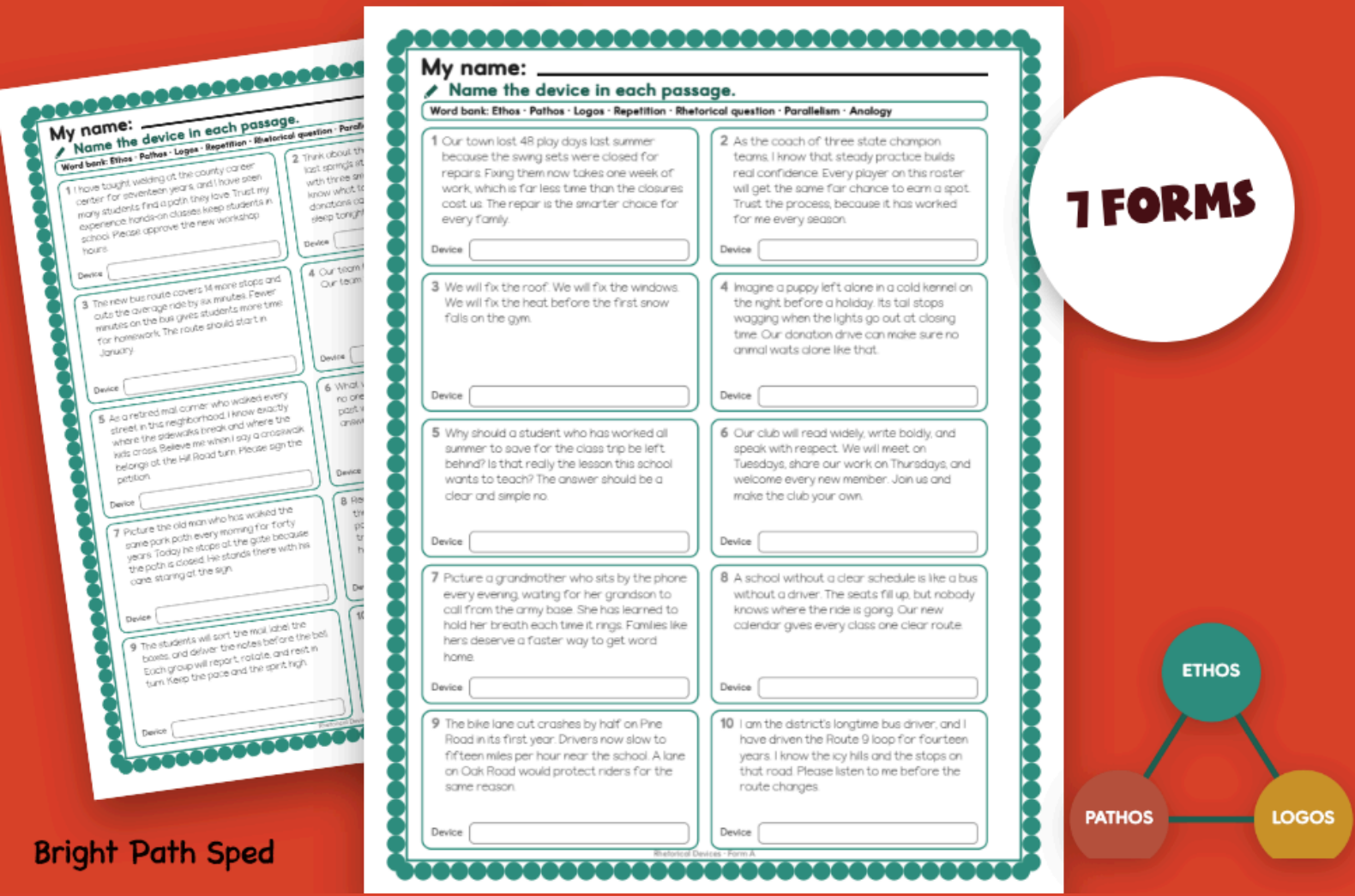
# RHETORICAL DEVICES

## GRADES 9-10: PROGRESS MONITORING PROBES




7 FORMS




Bright Path Sped

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## This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- Print one copy per student per week: the student writes on the form and that same sheet is the one you score.
- It works offline. No account, no subscription, no internet connection needed after you download it.

## Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

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PREVIEW

# Binder Cover and Spine Label

One cover for this student's probe folder, and the setup list.

## Binder cover and spine label

Student _____ Case manager _____ School year _____

Goal start date _____ Next review date _____

Use as a binder cover, a folder label, or a clipboard cover for this student's probe folder.

## Team contacts

General education ELA teacher _____ Family contact _____

Speech or school psychologist (if on the team) _____ Phone or email _____

_____

_____

_____

## Before the first probe

- Write the goal from the sample and change every bracket for this student.
- Give the baseline: Forms A, B and C on three different days, before the first plotted point.
- Share the rotation (D, E, F, A, B, C) with anyone else who might give a probe.

## Who this folder is for

One student, one skill. The same folder can move with the student to the next class, because the goal page, the forms, the key and the graph all sit in one place.

PREVIEW

# Rhetorical Devices: Goal and Directions

Goal, baseline, directions and benchmarks for one skill. Forms A–F are untimed; the score is the number of devices named correctly out of 10.

## Sample goal — invented; edit every bracket to fit the student

*By [annual review date], when given 10 short passages and the word bank of seven devices, [Student] will name the rhetorical device in 8 of 10 passages on 3 consecutive weekly probes, as measured by teacher-scored rhetorical devices probes (Forms A–F).*

By (date) _____

Criterion (number out of 10, or percent) _____

Given (condition: the passages, the word bank, any allowed support) _____

On ____ of ____ consecutive probes _____

Student will (the behavior, in the words of the probe) _____

As measured by (rhetorical devices probes, Forms A–F, pages 9–14) _____

## Baseline: Forms A, B, C on three days; take the middle

| Baseline day 1 | Baseline day 2 | Baseline day 3 | Median (the baseline) |
|---|---|---|---|
| | | | |

## Benchmarks toward the goal

| Step | Target date | Target score | Actual | Met? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

## Giving and scoring the probe

- Say: "Read each passage. Write the device it uses on the line. Do all ten."
- Correct: the device named is the one the passage uses. The team decides before the baseline whether an accurate alternate name earns the point; write that rule on the line below.
- Note where the miss falls: a device mixed up with another (repetition read as parallelism), a device named from the topic instead of its effect, or a blank. Those are different next steps.

_____

PREVIEW

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My name: _____

## Name the device in each sentence.

● **Please, please, let us go to the game!**
Choose one: Repetition or Analogy

● **Our library is like a window to the world.**
Choose one: Analogy or Ethos

● **Will you ever give up on a friend?**
Choose one: Rhetorical question or Logos

Ethos | Pathos | Logos | Repetition | Rhetorical question | Parallelism | Analogy

■ **I have been your neighbor for thirty years, so trust me.**

■ **The bridge carries 800 cars each day, so it needs repairs now.**

■ **Picture a child lost in the dark, calling for her mom.**

▲ **We will learn fast, plan wisely, and speak kindly.**

▲ **We will go. We will try. We will not stop.**

▲ **A good friend is like a sturdy umbrella.**

 Color a star when you finish! 

PREVIEW

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# My name: _____

## Name the device in each passage.

**Word bank: Ethos · Pathos · Logos · Repetition · Rhetorical question · Parallelism · Analogy**

**1** Our town lost 48 play days last summer because the swing sets were closed for repairs. Fixing them now takes one week of work, which is far less time than the closures cost us. The repair is the smarter choice for every family.

Device _____

**2** As the coach of three state champion teams, I know that steady practice builds real confidence. Every player on this roster will get the same fair chance to earn a spot. Trust the process, because it has worked for me every season.

Device _____

**3** We will fix the roof. We will fix the windows. We will fix the heat before the first snow falls on the gym.

Device _____

**4** Imagine a puppy left alone in a cold kennel on the night before a holiday. Its tail stops wagging when the lights go out at closing time. Our donation drive can make sure no animal waits alone like that.

Device _____

**5** Why should a student who has worked all summer to save for the class trip be left behind? Is that really the lesson this school wants to teach? The answer should be a clear and simple no.

Device _____

**6** Our club will read widely, write boldly, and speak with respect. We will meet on Tuesdays, share our work on Thursdays, and welcome every new member. Join us and make the club your own.

Device _____

**7** Picture a grandmother who sits by the phone every evening, waiting for her grandson to call from the army base. She has learned to hold her breath each time it rings. Families like hers deserve a faster way to get word home.

Device _____

**8** A school without a clear schedule is like a bus without a driver. The seats fill up, but nobody knows where the ride is going. Our new calendar gives every class one clear route.

Device _____

**9** The bike lane cut crashes by half on Pine Road in its first year. Drivers now slow to fifteen miles per hour near the school. A lane on Oak Road would protect riders for the same reason.

Device _____

**10** I am the district's longtime bus driver, and I have driven the Route 9 loop for fourteen years. I know the icy hills and the stops on that road. Please listen to me before the route changes.

Device _____

PREVIEW

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# My name: _____

## Name the device in each passage.

**Word bank: Ethos · Pathos · Logos · Repetition · Rhetorical question · Parallelism · Analogy**

**1** I have taught welding at the county career center for seventeen years, and I have seen many students find a path they love. Trust my experience: hands-on classes keep students in school. Please approve the new workshop hours.

Device _____

**2** Think about the family who lost their roof in last spring's storm and now shares one room with three small children. The children do not know what tomorrow will bring. Our donations can give them a warm place to sleep tonight.

Device _____

**3** The new bus route covers 14 more stops and cuts the average ride by six minutes. Fewer minutes on the bus gives students more time for homework. The route should start in January.

Device _____

**4** Our team trains hard. Our team plays hard. Our team never gives up on a single play.

Device _____

**5** As a retired mail carrier who walked every street in this neighborhood, I know exactly where the sidewalks break and where the kids cross. Believe me when I say a crosswalk belongs at the Hill Road turn. Please sign the petition.

Device _____

**6** What would you do if your best friend had no one to sit with at lunch? Would you walk past without a word? I think we all know the answer.

Device _____

**7** Picture the old man who has walked the same park path every morning for forty years. Today he stops at the gate because the path is closed. He stands there with his cane, staring at the sign.

Device _____

**8** Recycling bins placed at every door doubled the paper we collected in one semester. Less paper went to the landfill, and the trash trucks came less often. Every hallway should have one.

Device _____

**9** The students will sort the mail, label the boxes, and deliver the notes before the bell. Each group will report, rotate, and rest in turn. Keep the pace and the spirit high.

Device _____

**10** A good school library is like a kitchen pantry. It is stocked with what every family needs, and it is always ready when a hungry reader walks in. Keep the shelves full.

Device _____

PREVIEW

Preview · Bright Path Sped

# My name: _____

## Name the device in each passage.

**Word bank: Ethos · Pathos · Logos · Repetition · Rhetorical question · Parallelism · Analogy**

**1** As a teacher in this district for twenty-five years, I have read more essays than I can count. Believe me when I say clear examples make the strongest argument. Please try the new writing workshop this spring.

Device _____

**2** Students who practiced with the new vocabulary cards scored 12 points higher on the unit test than students who did not. The cards took ten minutes a day. Every class should have a set.

Device _____

**3** Imagine standing alone on the stage with a microphone that will not turn on, while two hundred faces wait in silence. Your heart pounds and your palms are wet. Every speaker has felt that moment at least once.

Device _____

**4** Think about the old oak that has shaded the playground for ninety years, now standing bare after the storm. Its branches lie in the grass. The children who climbed it still ask when it will grow back.

Device _____

**5** Twice as many students chose the science elective after the teachers held a one-hour preview night. The preview gave them hands-on demos and a chance to ask questions. More previews mean more students in every science class.

Device _____

**6** Speak up in class. Speak up in the hall. Speak up when a friend needs you most.

Device _____

**7** Who would not want a cleaner, quieter place to study after school? Would any of you turn down a fresh start? I think the answer is clear.

Device _____

**8** The new trail will carry bikes, welcome walkers, and light up for evening riders. Crews will build it by the fall. Please tell your neighbors about the open houses.

Device _____

**9** A strong school board is like a good referee. It calls the same rules for everyone. Parents and players both feel it is fair.

Device _____

**10** I am the head custodian of this building, and I have fixed every leak, lock, and light in it for years. Trust me when I say the east wing needs new pipes before winter. Please put it on next year's list.

Device _____

PREVIEW

# Answer Key and Scoring: Forms A to C

Each row gives the device the passage uses. Mark a right answer with a check in the last column.

## Form A

| # | Device | Right? |
|---|---|---|
| 1 | Logos | |
| 2 | Ethos | |
| 3 | Repetition | |
| 4 | Pathos | |
| 5 | Rhetorical question | |
| 6 | Parallelism | |
| 7 | Pathos | |
| 8 | Analogy | |
| 9 | Logos | |
| 10 | Ethos | |

Correct ___ / 10

## Form B

| # | Device | Right? |
|---|---|---|
| 1 | Ethos | |
| 2 | Pathos | |
| 3 | Logos | |
| 4 | Logos | |
| 5 | Pathos | |
| 6 | Ethos | |
| 7 | Repetition | |
| 8 | Rhetorical question | |
| 9 | Parallelism | |
| 10 | Analogy | |

Correct ___ / 10

## Form C

| # | Device | Right? |
|---|---|---|
| 1 | Logos | |
| 2 | Ethos | |
| 3 | Pathos | |
| 4 | Parallelism | |
| 5 | Repetition | |
| 6 | Rhetorical question | |
| 7 | Analogy | |
| 8 | Logos | |
| 9 | Ethos | |
| 10 | Pathos | |

Correct ___ / 10

### Scoring reminder

- Untimed. A self-correction counts as correct. Log the score the same day.
- A device named in a different word from the key (an accurate alternate name) is scored by the rule your team wrote on the goal page.

PREVIEW

# Reading the Misses

Where the answers break tells you what to teach next. The probe scores the device; the misses show the step.

## What this probe measures

- Whether a student can name the device a passage uses, from the seven on the word bank.
- It is a weekly check against a goal you write. It is not a norm-referenced test and carries no benchmark score.

## Mixed up with another device

- Repetition named as parallelism, or the reverse: check whether the same words come back.
- Ethos named as logos: the passage gives a number, but the point is who is speaking.

## Named from the topic, not the device

- The student names what the passage is about instead of what the author does.
- Ask: what is the writer trying to make me do, feel or believe?

## A blank

- A blank is not a wrong device name. If the student can name the device aloud, note that and say nothing about the cause on the log.
- Keep the blank in the log. Do not fill it in.

## This student's notes

PREVIEW

# Rhetorical Devices: Caseload Summary

Every student on this goal, on one grid. Thirteen rows, eight probes, one decision column.

Teacher / case manager _____ Skill _____ Marking period _____

| Student | Base | Crit | P1 | P2 | P3 | P4 | P5 | P6 | P7 | P8 | Trend | Decision |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
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## How to fill it

- One row per student on this skill. Baseline is the median of the first three probes.
- One column per weekly probe; write the score out of 10, not a percent.
- Trend: up, flat or down over the last four probes.
- Decision: keep going, change the teaching, or raise the target.
- Leave a cell blank rather than guess; a gap is more honest than a filled-in score.

## What it is for

Grouping. Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of a stack of folders.

PREVIEW

# A Filled-In Data Log (Invented Student)

Ren, grade 10 is invented. Three baseline days, ten weekly probes, and the change the three points under the aim line forced.

## The goal, as written for Ren, grade 10 (invented)

*By the annual review, when given 10 short passages and the word bank of seven devices, Ren will name the rhetorical device in 8 of 10 passages on 3 consecutive weekly probes, as measured by teacher-scored rhetorical devices probes (Forms A–F).*

| Row | Probe | Form | Correct (of 10) | Aim line (where) | Notes |
|---|---|---|---|---|---|
| B1 | Baseline day 1 | A | 4 | – | Baseline day; not plotted |
| B2 | Baseline day 2 | B | 5 | – | Baseline day; not plotted |
| B3 | Baseline day 3 | C | 4 | – | Baseline day; not plotted |
| W1 | Week 1 | D | 4 | 4.0 (at) | Ethos and logos swapped on the first passages. |
| W2 | Week 2 | E | 5 | 4.4 (above) | Rhetorical question named right; stops on the long passages. |
| W3 | Week 3 | F | 4 | 4.9 (under) | Repetition named as parallelism. |
| W4 | Week 4 | A | 4 | 5.3 (under) | Analogy named as a fact. |
| W5 | Week 5 | B | 5 | 5.8 (under) | Clue-word routine started. Teaching changed. |
| W6 | Week 6 | C | 7 | 6.2 (above) | Clue words used for every passage; logos correct. |
| W7 | Week 7 | D | 7 | 6.7 (above) | Pathos correct; repetition still slips. |
| W8 | Week 8 | E | 8 | 7.1 (above) | Parallelism and repetition sorted apart. |
| W9 | Week 9 | F | 8 | 7.6 (above) | Second 8 in a row. |
| W10 | Week 10 | A | 9 | 8.0 (above) | Third 8 or better in a row: criterion met. |

## How to read the log

- Baseline is the median of the first three days: 4, 5, 4, so 4. Not the average, not the best.
- The aim line runs from 4 at week 1 to 8 at week 10. Weeks 3, 4 and 5 sat under it, three in a row, so the teaching changed after week 5.
- The criterion was met on weeks 8, 9 and 10 (8, 8, 9): three in a row at 8 of 10 or better.

## The progress report sentence this log produces

*On weekly rhetorical devices probes (10 passages, untimed), Ren scored 4 of 10 at baseline (median of 4, 5, 4) and 8, 8 and 9 of 10 on the last three probes, meeting the criterion of 8 of 10 on 3 consecutive probes.*

PREVIEW

# For the General Education ELA Teacher

One page to share. It says what the student is working on and how to help in class, without using the probe passages as class work.

## What the student is working on

Student _____ Class period _____

Naming the rhetorical device an author uses, from the seven on the card below, and saying what the device does to the reader.

## Seven devices, one clue each

- **Ethos**: who is speaking and why to trust them.
- **Pathos**: the feeling the reader is meant to have.
- **Logos**: the facts, numbers or reasons.
- **Repetition**: the same words come back.
- **Rhetorical question**: a question with no real answer needed.
- **Parallelism**: the same pattern, new words.
- **Analogy**: a thing compared to another, with "like."

## In class, you can ask for one thing

- Point to one device in a speech, an ad or an editorial the class reads this week.
- Ask: what does it make the reader feel, prove or trust?
- Accept the name and the clue. Do not ask for a longer answer.

## Please do not use the probe passages

The probe passages are the measure. Using them as class work would change the score. Use your own texts for practice in class.

PREVIEW