

GRADING GUIDELINES

The teacher should feel free to adapt and restructure the points awarded to the Format, Basic Mechanics/Grammar, Style, and Content based on the necessary emphasis for a particular lesson. The teacher should also take care that the basic elements of typing or handwriting etiquette form part of the evaluation.

The Final Draft Rubric can be used as a grading guideline for the teacher, and also as a checklist for the student to use as he or she works through the exercises, to make sure all the different parts of each section are included.

FINAL DRAFT RUBRIC

1. Format ___/10

_____ Handwriting is legible/improving

or

_____ Paper is typed in correct format (12 pt. standard font, double-spaced)

Paper includes:

_____ Student name

_____ Title: chreia name (as it appears in workbook), attribution (author, source, date—absent for maxim), complete quotation

_____ Eight paragraphs

_____ Indented paragraphs

2. Basic Mechanics/Grammar ___/20

_____ Complete sentences

_____ Correct punctuation and capitalization

_____ Few spelling errors

_____ Words are being used accurately

3. Style ___/20

_____ Tone of the essay is appropriate for the subject matter

_____ Words are chosen with care. Sentences are clear and concise, and avoid vagueness and ambiguity. Diction is precise and vivid.

_____ Figures of description are worked into sentences naturally; they are not cumbersome or awkward

_____ Cliches and colloquialisms are avoided (unless intentionally used as ecphrasis)

_____ Diverse vocabulary

4. Content—Heads of Development ___/50

Encomium:

_____ Introductory sentence that calls for praise of the author (chreia) or saying itself (maxim)

_____ Three praises (not just facts, but explanations of specific virtues and accomplishments)

_____ Thesis sentence

Paraphrase:

_____ Paraphrase is *one* sentence only, begins with a phrase like, "This saying teaches that ..."

_____ Transition sentence

Cause:

_____ General story that shows good results when chreia is followed

_____ Includes all Nine Narrative Components

_____ R, V, S are labeled (Recognition, Reversal, and Suffering)

_____ One figure of description, underlined or highlighted and labeled

Converse:

_____ General story that shows bad results when chreia/maxim is not followed

_____ Includes all Nine Narrative Components

_____ R, V, S are labeled (Recognition, Reversal, and Suffering)

_____ One figure of description, underlined or highlighted and labeled

Analogy:

- _____ Two causes and two effects are set up in one sentence. Format used is: "*Just as (other action and effect), so (chreia action and effect).*"
- _____ Parallel wording used to explain how analogy action and effect are like chreia (or maxim) action and effect
- _____ R, V, S are labeled (Recognition, Reversal, and Suffering)
- _____ One figure of description, underlined or highlighted and labeled

Example:

- _____ Specific historical, literary, or Biblical example that demonstrates the truth of the chreia or maxim (positive or negative)
- _____ R, V, S are labeled (Recognition, Reversal, and Suffering)
- _____ One figure of description, underlined or highlighted and labeled

Testimony:

- _____ Transition sentence similar to "For this reason we admire ..."
- _____ Quotation is appropriate and corroborates truth of chreia or maxim
- _____ Call for praise of author of Testimony quote by name
- _____ Explanation of how Testimony quotation corroborates truth of chreia or maxim by comparing words and phrases from each

Epilogue:

- _____ Name the audience and call for praise of author (or saying) and highlight the wisdom of the chreia or maxim