

Curriculum Guide

"...We also believe that the truth is one, even as God is one. We believe, therefore, that the truth is systematic, and that the different truths are related." C. S. Lewis

An Introduction to Our Curriculum

Vision Statement

Our mission is simple, even if the art of education and the pursuit of truth, goodness, and beauty are not: "As a classical Christian school, we develop Christian leaders who possess the qualities of a deep and reasoned faith, a heart-felt moral compass, a strong command of language, are well read, well rounded, and appreciate beauty. These qualities, we believe, will help them transform the church, the community, and the world." Our call is to faithfulness and integrity, and we aim to offer an education that considers the whole person as made in God's image.

In light of these things, we began with a vision of our "ideal" graduate. What qualities would the student possess, Lord willing, who had completed our k-12 program? How would we define success beyond simple academics, athletics, or other single considerations? To us, a successfully educated student leaves the school with the following six attributes:

- 1. Virtue and mature character— This includes heart-obedience rather than mere rule-following, good manners, honorable relationships, self-control, and Christian leadership. We help students rightly order their affections (the classical Christian definition of virtue) through the study of the great literature of the West and the Bible. Above all else, we teach students to live in accordance with Coram Deo—as though they were in the presence of God at all times.
- 2. Sound reason and sound faith— We expect students to realize a unified Christian worldview with Scripture as the measure of all Truth. We expect them to exhibit the wisdom to recognize complex issues and to follow the consequences of ideas
- 3. A masterful command of language— Because language enables us to know things that we have not directly experienced, nothing is more important within Christian education. Without a strong command of language, even scripture is silent. As people of "the Word," Christians should be masters of language. We expect our students to master uncommon vocabulary, grammar, usage, and translation through our study of Latin, English, and Greek.
- 4. Well-rounded competence— Educated people are not specialists who know little outside of their field of specialty. Educated people have competence in a variety of areas including fine art, drama, music, physical activity, math, logic, science and arithmetic. Throughout our program, skills are introduced that are essential for an educated person. We expect our graduates to be well-rounded.
- 5. Literacy with broad exposure to books— Educated people are well-read and able to discuss and relate to central works of literature, science, art, architecture, and music. We expect our graduates to be well read in the important literature and ideas of Christian theology and the West.
- **6. An established aesthetic–** Further, educated people have good taste, formed as they are exposed to great aesthetic masterpieces, particularly at a young age. We expose our students to the great artists to develop their aesthetic and cultural appreciation.

With these six attributes as our starting point, we began to evaluate our curriculum in light of the Seven Liberal Arts, and particularly the Trivium, seeking a way to map the path that would take our students from uninstructed youth to mature, educated disciple of Christ. Our analysis helped us define our eleven principal areas of study, as follows with explanation.

(The far left column ties to our graduate goals.)

	Bible & Western Literacy	Have you ever seen a reference to Milton in the movies and missed the point? Have you smiled blankly when someone cites a portion of well-known poetry as though you should know it? An educated person has a broad repertoire of famous works with which he or she is at least familiar. The Bible is the foremost of these, and is given the most time in our curriculum. Other examples include poems from Eliot, Longfellow, Shakespeare, and Tennyson, novels by Dickens, Chaucer, or Shelley, and philosophers like Socrates, Hume, or Kierkegaard.
5 & 6	Aesthetic Literacy	Is everyone born with a developed appreciation for the truly beautiful? Classical education helps students develop an appreciation for great art. This requires exposure to masterpieces of painting, sculpture, drawing, architecture, and other visual works. It also requires exposure to excellent music. We work through hymns, classical music, dance, and master painters, and study what makes great art great.
	Science	Science is a highly-regarded part of our curriculum. Our culture often worships science as part of its materialistic worldview. We do not regard science as a thing to be worshiped, but as a thing reflecting the Glory of God. In this, we may not emphasize science in the same way that other schools may. We interrelate science to God's order and magnitude. In younger grades, we emphasize observation and discovery. In the 6th grade and above, we emphasize the scientific method. From taxonomy down to the order level, the periodic chart, and detailed understandings of animals and insects, our grammar school children know their science. Hands-on science lab is a regular feature

		of our grammar school. In the upper school, physics and chemistry are emphasized as the core sciences.
	Arithmetic	Saxon math provides an excellent basis for both higher math and logic within our system. Our students advance more quickly than many other schools as we strive to keep kids interested by keeping them challenged.
4	Applied Art / Rhetoric Practicum	A well-educated person is competent in many areas with a variety of skills. We continue to expand our efforts to develop the aesthetic of students through a serious pursuit of the arts. Whether it's painting, mosaics, pottery, heraldry, calligraphy, orchestra, chime choir, or physical education, we seek to develop every student's artistic ability.
	Logic & Math	"Why don't they teach logic at these schools?" C.S. Lewis, from The Lion, the Witch and the Wardrobe.
		Practicing the mind in logic prepares students for the development of wisdom. Unfortunately, logic is all but forgotten in modern schools. We use it as the base foundation for our rhetoric program. Higher math factors in the same way. We teach math as it is applied to real life. Application is the key to understanding math.
	Integrated Language	"High thoughts must have high language." Aristophanes.
3		Latin and Greek form the basis for Western culture and language. When studied together with English, students are better spellers, have larger vocabularies, and have a more thorough understanding of grammar. The student's grasp of language affects his very depth of thought as he uses precision in his vocabulary to better understand God and His world. Careful attention to grammar makes the student better at discerning subtle meaning.
	The Art of Rhetoric	Rhetoric has become a negative word in modern culture. But the art of speaking and writing well to persuade others has not become irrelevant. From science to industry to the classroom, those who succeed must communicate effectively. From

		speech meets in our grammar school to formal rhetoric in our high school, no other system
		emphasizes the importance of speech and writing as much as classical Christian education does.
	History	The value placed on history is dictated by worldview. To the progressive modernist, history is an interesting study in how we got to our present, enlightened state. By contrast, to the classicist history is the laboratory of the human condition. We study it because it shows the formulation of ideas and the consequences of those ideas a core value for wisdom. We cycle through the world's history three times, each with a different purpose. By the final cycle, we expect students to intuitively see the ideas that play their way out in the laboratory of the world.
2	The Great Conversation	No part of our curriculum plays a more vital role than the Great Conversation. This conversation uses the Great Books to formulate and evaluate the ideas that shape our culture. In the 1950's, Mortimer Adler and over 40 scholars formalized this study in an attempt to preserve how students had learned for two millennia. As the modern educator gradually eliminated the practice of seeking Truth in great literature, these scholars recognized the loss. The practice of investigating, arguing, and grasping the deep concepts of the best thinkers in history plays a vital role in practicing the mind and developing wisdom. Students may not remember the books they read, but the development of their minds is inescapable. We use the Bible as the greatest book to place a worldview lens over all that we study. In grades 7-9, we begin the conversation. However, students in grades 10-12 thrive on the Socratic discussions of our high-school classroom.
1	Character and Virtue	We study scripture as the primary moral authority, practice students in manners, hold students to a "heart" standard rather than a "rule following" standard, and use story to instill a desire for the right and a disdain for the wrong. In short, we want our students to "Love the Good." "Stories, unlike courses in "moral reasoning," give children some specific reference points." William Bennett. Jesus understood this and His parables survive to

this day as the primary tool for teaching morality. More than any other tool, we use the classic Western stories of honesty, compassion, courage, and perseverance to develop a love of the good in children. Throughout our school, you will hear repeated the stories that strengthen the resolve of children to become servants of God in every area of their life.

Curriculum Roadmap

With our 11 areas of study tied to our vision for a graduate, we map the curriculum as shown in the comprehensive grid below. This is our Master Curriculum Plan, or "Curriculum Roadmap" (see attached document and figure below). This multi-faceted grid visually depicts the scope and sequence of our entire program, built in layers of ascending importance. The eleven subject areas at the left are divided along the Trivium-oriented lines of knowledge (grammar), skill (logic), and wisdom (rhetoric), adding virtue as the crown, and the six goals for a graduate are linked accordingly on the right. Placement of a particular class or subject depends upon where that course fits in the overall purpose of the curriculum, advancing students from left to right and from bottom to the top in their education as they both grow in age and in knowledge, skill, wisdom, and virtue. The virtuous and mature graduate, therefore, stands on the solid foundation of the other five primary attributes.

		K	1	2	3	4	5	6	7	8	9	10	11	12	Desir											
Character &	Mrtue			ral in Exordium a		Manners are mod	arity, and behavio seled and taught. 1 6.		<honorable Men & women></honorable 	<honorable man<="" td=""><td>«Honorable men</td><td>-Christian</td><td>-Christian</td><td>«Christian Leadership»</td><td>Virthous and mathre</td></honorable>	«Honorable men	-Christian	-Christian	«Christian Leadership»	Virthous and mathre											
Code	>	Leam the code and rule	Practice the code and rule	Manners I	Manners I	Manners II	Manners II	Relationship boundaries	Men & Women>	& women>	5.00000	leadership>	Leadership>	Leadership>	¥ "E											
The Great								Begin working with Socretic teaching. Begin using	worldviews like	the heroic ethic worldview in pe	help students put	from across Wi	ught to connect the estern civilization the great convers typically excerp Medieval	to assess their ation. Readings fed	on.											
onversation								participation grades.	Ancient Readings	Medleval Readings	Modem Readings	Ancient readings (binder)	Readings (binder)	Modein Readings (binder)	Reason.											
History	Wisdom	Grammar histo	history in k-1 by builds a base of sign for US	Mesopotamia Egypt Patriarchs	Ancient Greece &	Middle Ages	Renaissance	American	Ancient to 300	the consequence 300 AD to		amples of what he e real. History is Greek and Roman	appens when idea	s work their way conversation. The renaissance and	Sound R											
		Anomes	-		Rome				AD.	Renaissance	Conech Meet II	philosophy	western politic	Enlightenment to modern Summa												
The Art of Rhetoric			Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet	Speech Meet S	Speech Meet II		Summa Çixites, (Government) Classical	Theologica (Theology)	Bbijosophie, (Current events)	l command											
				Shudey.	Studey.	Studey	• Common		Typing		Writer's Rhetoto	Rhetoric		ma / Trial Advocacy	com											
ntegrated anguage		Spelling Printing	Spelling Decolleg. Phonics	Grammar framework	Grammar • Grammar • Grammar ramework framework framework	Grammar framework	framework framework Latin& Eng. Latin& Eng.	Latin Composition &	Letin Composition & grammer	(Grammar)	~	~	~													
Reading Writing Orammar		 Phonics reading 	Witting& reading	Spelling Reading	Cursive Spelling	Spelling Reading	Reading Writing	 Spelling Reading Witting 	grammar framework	framework	AP Latin I Greek I	AP Latin II Greek II	French I (As evallable)	French II (As available)	Master											
Logic & Math				Delt	analogies. Puzz	les and games in	free time. Chess	club.	Math Logic Computer programming	Algebra I Logic	Geometry	Algebra II	 Trigonometry Pre-Calc Statistics 	Calculus	-											
rt practicum • Fine art • Musio • Drama • Physical Ed.	Skill	Children's choir Reproduce great art	Children's choir Reproduce great art	Children's choir Reproduce Egyptian at Recess PE	Children's choir Reproduce Greek and Roman at. Recess PE	Children's choir Chime Choir Reproduce medieval at & architecture.	Children's choir Chime Choir Shakespeare play. Reproduce Rep. Art.	Children's choir Chime Choir Beginning orchestra Reproduce	Chime Choir Orchestre House PE	Chime Choir Orchestra House PE	Chime Choir Orchestra House PE	Chime Choir Orchestra St. Ambrose choir Drama House PE	Chime Choir Orchestra Bt. Ambrose choir Drama House PE	Chime Choir Orchestra St. Ambrose choir Drama House PE	Well-rounded and competent											
• Phytical Ed.																	· recess re	Recess PE	Recess PE.	Am. Folk Art. • Recess PE	Drawing I	Drawing II	Painting I	Painting II	Sculpting I	Sculpting II
Arithmetic			8axon 1 & 2	Baxon 3 Classification	8axon 5-4	Sexon 6-5	Saxon 7-6	Sexon Algebra 14																		
Science		Birds	Insects, Weather	Vertebrate/ Invertebrate	Anatomy I, Astronomy I	Weather II, Astronomy II Animal review	Botany, geday, chemistry	General science Anatomy II	Physical Science		Biology	Chemistry	Physics	AP Chemisty or Physics	e to											
Aesthetic literacy		Impressionals	non-realists	Ancient hieroglyphics Ancient Architecture	Greek Roman sculpture & pot. Greek and Roman	Mosaics Oothic architecture	Renaissance paintings Early baroque	American fok at American architecture	Ancient art Identification	Medieval at identification	Modem art identification (by style, School)	Ancient art appreciation	Medieval early renaissance art appreciation	Enlightenment art appreciation/ 20° century art	exposure											
Architecture Music	edge	Hymns	Hymns	Pseims	Hymns & Pseims	Fighter 2 Pagins	Mehaissance music	Afficialista	Music theory I	Early classical music	Enlightenment classical music	Music theory II	Classical music	20" &21" century music	oad e											
Bible & Western Literacy	Know	Scripture chemes	Scripture chemes	Scripture «theme» Children's	Scripture «theme» Children's	Scripture «therme» Historical	Scripture -theme> Historical	Scripture ene> Historical Ilterature	Ancient Greek and Roman literature & vesc	Medieval literature & vese	Modern literature Important to the	Read great and entirety to e	hors of Western I stabilish literacy in	terature in their n key works.	te with broad e books.											
		Children's poems & stories	Children's poems & stories	poems Classic children's	poems Classic children's	ilterature Short poety & passages	ilterature • Shakespeare & other poetry	American short speedes, documents and norms	with modern classics relevant to the time period	with modem classics relevant to the time period.	development of who we are as a people and culture.	Iconic Ancient masterpieces	Iconic Medieval masterpieces	Iconic Modem masterpieces	Uterate											

Teachers in each of the subjects in this grid are encouraged to read the goals we have on this bigger scale and keep in mind that our goal is not to "get through the material" but to achieve the ends shown above.

We believe that our vision drives our curriculum, and in the tradition of *semper reformata* we continually take steps to revise educational curricula to better achieve our goals in the classical

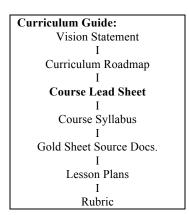
Christian spirit. This process has led us to strengthen our teaching of core skills in the grammar stage (reading, writing, and arithmetic), our *ethos* of honor in the logic phase, and our emphasis on applied thought and expression in the rhetoric phase through uniquely constructed classes, such as our "Summa" courses. The Humane Letters courses center around the "anchor works" in the Great Books of the Western World and the core ideas that inform the Great Conversation, striving to teach a worldview that reunites faith and reason and gives students access to the vocabulary and thoughts of the great thinkers and writers of our past.

Our vision tells us that aesthetics are important, so we seek to place great art in each classroom and have even kindergartens surrounded by and imitating truly beautiful things. Deeper art integration is a key part of our programs in all subject areas. We also seek excellence in performance, giving students the tools by which to express mastery and create beauty, whether in drama, orchestra, choir, or in the language arts. Our hope is that our students will be well equipped as sharp tools in God's hand.

Finally, we want every student, despite particular inclinations and gifting, to be exposed to all elements of a well-rounded education, so we are striving to create graduated programs which give all students in our school the foundational tools in any art or educational endeavor. We stress memory at the younger ages, hoping to fill our students with a wealth of invaluable knowledge in the Western Canon. Ultimately, we are about building a love of learning, and we take to heart Dorothy Sayers' exhortation to develop and impart to students that life-long love and those tools necessary to tackle any challenge in concert with God's will for their lives.

Curriculum Tree

Our curriculum is supported by a hierarchy of documents, which sometimes appear in the lower left hand corner of a given page. These documents have been placed in the tree below:



Our curriculum is different in that we depend on the sources (Ad Fontes). This means we minimize the use of textbooks or packaged curricula to teach students. Whenever possible, we learn from source documents (the writings of men like Socrates, Augustine, Herodotus, Boethius, Pascal, etc.) However, in order to ensure that our K-12 objectives are met, we provide a guide that helps teachers accomplish educational objectives with source materials. Because great works are layered, it is a temptation for teachers to bring out the meaning THEY find most compelling in a work. This is not the design. We ask that

teachers meet the objectives listed on the lead sheets for each course they teach, and the gold sheets for each individual work they teach in the Upper School Letters courses.

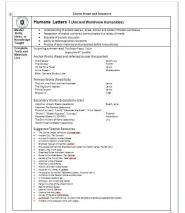
Below are examples and explanations of each of the parts of the Curriculum Tree:

Curriculum Guide: Overview of the entire curriculum, including mission statement, vision, layout, and how to interpret the curriculum.

Vision Statement: Provides the direction for the curriculum and school, expressing the desired outcome for each graduate, as mentioned above.

Curriculum Roadmap: Provides a visual scope and sequence for the entire k-12 curriculum, as seen and explained above.

Course Lead Sheet: A summary of each particular course or subject taught in the school by grade. This document provides the teacher with the essential requirements for each work in literature or history, lays out objectives to be met by the students, and provides guidance for specific methodology and pedagogy for the work. This is a teacher's first resource in preparing to teach a work.



The lead sheet also includes about the course, including resources, suggested scheduling or sequencing of lessons, and suggested unit or lesson planning tips.

Course Syllabus: Created by the teacher as an outline for the course, provided to students or parents at the beginning of the year. A syllabus communicates important course policies and procedures, major due dates, topics covered, contact information, and other things crucial for the student to know.

Gold Sheet Source Documents: Created particularly for use in the

upper school humanities, these documents are designed to provide a "dashboard" for teaching specific source works within the curriculum. Each sheet stresses important themes and objectives, offers a key question with supporting questions, suggests time allotted to teach the work and highlights the most critical passages, and ties the work into the overarching curriculum plan. The key question provides a guiding dilemma, usually of an ethical or moral nature, or a source of investigation into a work. Gold Sheets also offer a list of important connections to other works and to scripture, as well as resources that we plan to emphasize with each reiteration of the work. This will provide greater consistency within our scope and sequence from year to year. It is a "dashboard" not a spoon-fed teaching tool.



We respect our teachers' abilities to teach according to the objectives, without specific direction from a preformed curriculum on how to do so.

Lesson Plans: These are created on a weekly basis by the teachers, giving direction for the teaching of specific works and lessons. Lesson plans should tie into objectives provided by the Gold Sheets, Course Scope and Sequence, and Course Lead Sheets. This ensures that we are regularly in submission to the curricular hierarchy in place to achieve our goals for graduates, regardless of the particular level of implementation.

Rubrics: Five common rubrics are used to assess student work:

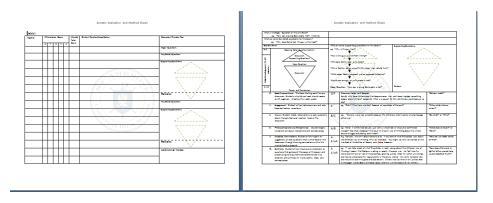
A. **Speech Meet Rubric:** This is primarily used in the grammar school for oral presentations and was designed for use specifically in preparing for the school's annual Speech Meet. The rubric considers a variety of skills while delivering a speech or oration, can be used at any level, and offers clear categories for assessment and instruction.

Grade: Class:	_	ategory and Gr	vda Laval: □ Lita	rary Work/Poem (1-6)	☐ Memory Verse (1-6)		Judge:	
Class.		ategory and or	O H	istorical Oration (5-6	☐ Fable/Folklore	(2-4)	oudge.	
Poor Fair Good Excellent Superior								
	1	2	3	4	5	Points	Notes	
Volume and inflection is it clear and audible; does he or she use voice effectively?	Difficult to hear throughout AND had no inflection (monotone)	Difficult to hear throughout OR had no inflection (monotone)	Voice mostly clear and audible with some inflection	Voice clear and audible while inflection was purposeful and added interest	Voice clear and audible throughout piece; Uses range of voice from loud to quiet purposefully & effectively			
Flow of Language is the speech memorized well?	Student forgot piece and could not recover	Student had 3+ pauses or a restart	Student had 1-2 pauses but no restarts	No noticeable pauses or restarts; Weak beginning and/or ending	No noticeable pauses or restarts; Flowed well from beg, to end; Speech memorized well			
Expression & Cadence Does the speech come to life?	No hand motions, gestures, or facial expressions; Mechanical cadence	Some hand motions, gestures, or facial expressions; AND cadence too quick or too slow	Some hand motions, gestures, or fectal expressions; OR cadence too guick or too slow	Student used hand motions, gestures, OR facial expressions; AND appropriate cadence	Student integrated hand motions, gestures, AND facial expressions with the appropriate cadence to punctuate substance of speech			
Enunciation & Pronunciation is the presentation clear, crisp and understandable?	Words were indistinct and couldn't be understood	3 or more magranauced 0r unclear words	1-2 magronounced or unclear words	No magranusses words or unclear words; Most phrases are distinct	No magranaunced words; All words, phrases are crisp, clear, and easily understood.			
Eye Contact Does the speaker engage the audience?	No eye contact with the audience at all	Intermittent eye contact with audience	Sprinkler scenning: scens back and forth like an oscillating sprinkler	Maintained eye contact with most of the audience most of the time	Eye contact was made with full range of the audience; maintained interest of audience entire time			
Polse & Posture Did the student maintain composure and appear comfortable?	Student completely lost their poise	Student had composure but posture was constantly distracting	Student had composure but some distracting movements	Movement, position, and posture not distracting; student maintained poise from start to end.	Effective use of movement, position, and posture that added to the piece; maintained poise from start to end			
					TOTAL POINTS			
Final Rating: (Fair 7-12 Good first attempt, bu graditions, your plece of others will help you	it In front	your plece a	i-21 ed hard to learn ind you've practiced. a solid performance.	your, plece a	t 22-26 abvious effort into learning not worked on making it the audience to watch.	You wo	rior 27-30 rked very hard to memorize your nd have obviously worked on makin eating and effective presentation.	

B. **ERB Writing Rubric:** Provided by the Educational Records Bureau, this 6-columned rubric can be used to assess written work between grades 3 and 8. In addition to using this rubric internally to improve our students' writing skills, we administer the WrAP test annually to measure progress against standardized scores.

		OVERALL DEVELOPMENT	ORGANIZATION	3 SUPPORT	4 SENTENCE STRUCTURE	5 WORD CHOICE	6 MECHANICS
In scoring, consider		-the overall effect of the paper	-the degree to which the paper is 1) focused 2) clearly and logically ordered	 the degree to which the response includes examples which develop the main points 	*the degree to which the response includes sentences that are 1) complete and correct 2) varied in structure and length	-vocabulary -word choice -usage	-spelling -punctuation -capitalization -paragraphing
EVEL S	6 PAPER	-fluent, richly developed -clear avareness of audience and task -distinctive voice -original, insightful or imaginative	-carefully but subtly organized from beginning to end organizational devices are subordinate to meaning -clear focus logical order	-supporting details are rich. Interesting and full -details are relevant and appropriate for the audience and focus	-sentence variety enhances style and effect -virtually no errors in structure of usage -successfully uses more sophisticated sentence patterns	-rich, effective vocabulary -fresh, vivid language -correct usage	-very few or no mechanical errors with complexity
SLEP LEVEL S	5 PAPER	-fluent, fully developed -clear awareness of audience and task -avidance of voice -solid	-organized from beginning to end organizational devices are subordinate to meaning -clear focus -logical order	-details are strong but lack richness and specificities -details are relevant and appropriate for the audience and focus	-sentence variety is appropriate to style and effect -fevr errors in structure or usage -moderately successful in using more sophisticated sentence patterns	-effective vocabulary -generally successful in using rich language -generally correct usage	-few or no mechanical errors relative to the length or complexity
SLEP LEVEL 4	4 PAPER	-moderately fluent -avareness of audience and task -ildeas developed but limited in depth	-organized but may have minor lapses in order or structure -meaning is subordinate to organizational devices -focused	-details are adequate to support the focus -details are generally relevant and appropriate for audience and focus	-some sentence variety -some errors in structure or usage -attempts to use more sophisticated sentence patterns not totally successful	-acceptable vocabulary -attempts to use rich language -generally correct usage -misuse of big words	-some mechanical error that do not interfere with communication -limited text, but mechanically correct
SLEP LEVEL 3	3 PAPER	-thinly developed -some avareness of audience and task -repetitive or too general	-focus unclear or limited -poor transitions -shift in point of view -lacks closure -chaining	-details lack elaboration -some details do not support the focus -important details are omitted	-little sentence variety -errors in structure or usage interfere with meaning -over-reliance on simple or repetitive constructions	 simplistic vocabulary with limited word choice -noticeable errors in usage 	rapme mechanical errors that do interfere with communication -errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
	2 PAPER	-poorly developed -poor awareness of task -lacks clarity	-unfocused -thought patterns are difficult to follow -continual shifts in point of view -resembles free-writing -lacks closure	-details are merely listed -repetitious details -too few details	-no sentence variety -serious errors in structure or usage -too brief to demonstrate variety	-simplistic vocabulary with inappropriate and/or incorrect word choice -numerous errors in usage	-noticeable mechanical errors that do interfere with communication remors are disproportionate to lengt or complexity of the pier and cause major problems for readers
	1 PAPER	-not developed -restates topic -no awareness of audience or task -inappropriate response	-so short or muddled that it lacks organization or focus	-virtually no details -irrelevant details	-lack of sentence sense -riddled with errors -too brief to evaluate	-inadequate vocabulary -too brief to evaluate	-mechanical errors that seriously interfere with communication -too brief to evaluate

C. **Socratic Discussion Rubric:** This is primarily used in the upper school to gauge student engagement, thinking and reasoning levels, and contributions in and to the class conversation. Socratic Discussion Rubrics can be used to assess written responses or projects as well as oral responses and are designed to take into consideration the development of deeper thought processes in each student. This rubric is generally used to consider student engagement over a period of time (up to one week at a time).



D. **Persuasive Writing Rubric:** This rubric is used for assessing any larger written work in the upper school. The three main sections of the rubric are taken from the five Canons of rhetoric developed by the Greeks and refined by Cicero: Invention, Arrangement, and Style. As well, the six parts of Arrangement according to Cicero are used to teach and assess clear, logical and persuasive writing in grades 9-12.

	Excellent	Good	Developing	Poor
Invention Each numbered point assessed separately	Thoughtful topic Clearly debatable and defensible topic Logic of argument is clear 4. Convincing support gathered for topic 5. All feedback taken into consideration 1. Exordium-attention	1. Somewhat thoughtfultopic 2. Possibly debatable and defensible topic 3. Logic is mostly olear 4. Some convincing support gathered 5. Almost all feedback taken into consideration 1. Exordium-somewhat	Topic is ill considered Topic is fairly obvious rnot defensible Topic is logically confused A Support is gathered, but most of it is not convincing Some feedback taken into consideration Fxordium-either	Topic is frivolous Topic is one-sided and indefensible Topic is illogical Topic is illogical Very little clear or convincing support for topic gathered Feedback on topic not taken into consideration Proordiumstrite and
Arrangement Each number of Each number of Each number of Separately	L'abdraissée ann de l'abdr	Interdedundable of the control of th	Lackstrought at the con- orn of reliand to the topic 2. Regration sets the context incompletely 3. Partition—one the site of the site of the context incompletely 3. Partition—one the site of the the the the the the the the	Landerdeuts-the stop. 2. Narratice-fails to set the context of the top the stop the
Style Each numbered point assessed separately	Diction always appropriate to audience 2. All transitions between paper sections are clear 3. Figures of speech used aptiv 4. No grammatical errors 5. No formatting errors	Diction mostly appropriate Amost transitions between paper sections are clear Figures of speech used aptly 1.2 grammatical errors 5. 1-2 formatting errors	Some inappropriete diction used Z. Many transitions in the paper are unclear S. Figures of speech used aptly 4.3-4 grammatical errors 5.3-4 formatting errors	Diction inappropriate throughout No transitions used between paper section No figures of speech or used but not appropriately 4. Five or more grammatical errors 5. Five or more formatting errors

E. **Oral Presentation Rubric:** The Oral Presentation rubric will help assess any major speaking opportunity in the upper school, but is mainly used in the rhetoric courses. The four main sections of the rubric are taken from the five Canons of rhetoric developed by the Greeks and refined by Cicero: Arrangement, Style, Memory and Delivery. The rubric should help students give persuasive speeches using all three aspects of oral persuasion: ethos, pathos and logos.

	Excellent	Good	Developing	Poor
Arrangement Each numbered point assessed separately	1. Introduction- attention grabbing, on topic, and interesting grabbing, on topic, and interesting 2. Thesis-feet thesis, easily recognized, and gives a clear preview of the presentation's structure a support, and persuasive support, that includes use of the Bible 4. Opposition-opposing arguments handled and disposed of fairly 5. Conclusion-summarizes the topic well, gives universal significance and specific applications that create the audience to	1. Introduction-somewhat startenion grabbing and on topic 2. Thesis-clear thesis, easily recognized, and gives general direction to the presentation 3. Support; epineral support given, including use of the bible arguments mentioned but not answered well 5. Condustions summarises the topic, but does not give the universal significance or specific applications	1. Introduction-either does not grab startion or not related to the topic 2. Thesis-unclose their which leaves the reader confused as to the direction of the paper 3. support-support given, but missing important or obvious support divides the proposition-some important opposing arguments missing arguments missing important opposing arguments missing and missing and is missing either it universal significance or seeffic apolications	Introduction trite and unrelated to the topic Thesis-confused thesis, indefensible and unreasonable, and leave the audience confused. Support Eyen, and no use of fiblical support 4. Opposition-Most opposing arguments not given or not handled fairly 5. Conclusion- does not summarize the topic or give and the summarize the topic or give and the summarize the project of the significance or application.
Style Each numbered point assessed separately	Word choice always appropriate to audience All transitions between presentation sections are clear Figurative and persuasive language used aptly, and often to rousing effect.	Word choice mostly appropriate to audience Most transitions between presentation sections are clear Figurative and persuasive language used aptly	Some inappropriate word choices Many transitions in the presentation are unclear Some figurative and persuasive language used, but off topic and/or to poor effect.	Word choices inappropriate throughout 2. No transitions used between presentation sections Little figurative and persuasive language used, off notic or to poor effect.
Memory	The speech was well practiced, including the memorization of the Introduction and the Conclusion, and minimal use of notes.	The speech was practiced, including partial memorization of the Introduction and the Conclusion, and minimal use of notes.	The speech was practiced, but the Introduction and the Conclusion relied on notes, as well as the rest of the paper	The speech did not appear to be practiced, so notes were used heavily, or the paper read out loud.
Delivery Each numbered point assessed separately	Speaker gans the full attention of the audience before starting Speaker starting Speaker uses an appropriate rate of speech and volume Speaker's words flow with few vertal distractions meaningful eye contact with the audience Speaker uses gestume Speaker uses gestume	1. Speaker gains the attention of most of the audience attention of most of the audience 2. Speaker uses appropriate rate of speech and volume with an occasional large. 3. Speaker and speech and volume with an occasional speech and speech and speech and speech and speech and speech audience with the audience with the audience with the audience and speech and s	Speaker begins before audience is ready to listen audience is ready to listen 2. Speaker's words are at times hard to understand or hear. Speaker uses a few filler words and sometimes stops to look at roses to look at rose of the service	Speaker seems hurried start or distraction. Speaker's voice is often monotone, too ooft, silured or grafing. Speaker's voice is often monotone, too ooft, silured or grafing. Speaker uses frequent filler words and unnatural gausse monotone, too one parson S. peaker's gestures are nervous, arrogant, or unnatural 6. Speaker is off-putting to the audience, or seems we set for wooden. Speaker is not offersade, too offersade in our distraction of the sudience, or seems we set to our distractions of the sudience, or seems we set to our distractions of the sudience of th