

Petition to Introduce a Pilot Rap Program | Annotation, Petition Anchor 4

	Employs a Public Voice	Advocates Civic Engagement	Argues a Position Based on Reasoning & Evidence	Employs a Structure
<p>Title: Petition to Introduce a Pilot Rap Program</p> <p>Form: Petition</p> <p>Media: Text</p> <p>URL:</p>	<p>Score 4 The writing:</p> <p>Effectively uses a passionate tone to convey the urgency of the issue being petitioned. Urgency is expressed in terms of the number of students impacted and the consequences of maintaining the status quo (e.g., “However, many students are missing out on this opportunity simply because our music program does not provide a rap program or class [emphasis added].”)</p> <p>Uses effective rhetorical strategies such as an effective metaphor that illustrates the negative consequences of conducting business as usual. (e.g., “...they will continue to fall through the cracks that standard education has neglected to cover up [emphasis added].”)</p> <p>Establishes credibility by including a specific example of the kind of class they are looking for -- it’s being done somewhere else, so why not here (Kev Choice “who is currently at OSA.”).</p>	<p>Score 4 The writing:</p> <p>Effectively raises awareness about an issue in the opening sentence and starts to build on that increased awareness by identifying a focus for solving that issue. (“...a music not typically provided, rap.”) The brief statements designed to raise awareness and offer a solution are appropriate for a petition, which is a genre that prizes brevity.</p> <p>Effectively advocates for developing a pilot, after school rap program to an appropriate audience who has some authority by presenting the petition as voicing the desires of united group united in concern and goal. (“...we aim to change that.”)</p> <p>That the proposed solution is proposed as possibly a pilot program, “If this class works out for the kids, we would like to see others like it appear at other OUSD high schools in the future,” enhances the feasibility of the proposal.</p>	<p>Score 3 The writing:</p> <p>Uses satisfactory and logical reasoning that clearly connects the problem - a lack of opportunity for students who are passionate about rap/hip hop - with a solution of a pilot after school program. Articulates an explicit value structure of engaging students about their passion (e.g. “...neglecting many students that are passionate about a music not typically provided, rap.”) and equitable opportunities (e.g. “... music should be available for kids of all backgrounds.”)</p> <p>Satisfactorily interprets personal experience evidence presented, but the insufficient evidence supporting some claims (“...they will continue to fall through the cracks.”) keep the paper from being a “4” for this attribute.</p> <p>Implicitly acknowledges an alternate view by offering a measured request to begin with a pilot program to see what might work out. Fully addressing and articulating an alternate position is not always necessary in a petition demanding action on a specific issue.</p>	<p>Score 4 The writing:</p> <p>Presents a clear problem/solution structure that effectively develops the request of the intended audience.</p> <p>Includes a strong, direct opening that highlights the issue being raised. (“Currently, music programs in the OUSD are neglecting many students that are passionate about a music not typically provided, rap.”)</p> <p>Includes a closing that highlights the reasonableness of the request and strengthens the argument (“If this class works out for the kids, we would like to see others like it appear at other OUSD high schools in the future.”)</p> <p>Uses strong topic sentences that allow appropriate details to flow naturally and create cohesion. Key words like “However” and “In addition” along with phrases like “By providing them with...,” competently link ideas.</p>

