

Formative Assessment Draft (ELA & ESL)

Informal Formative Assessment (1): Nearpod Response to Commercial

Directions will be given verbally. Instructor would have students answer the first question before watching the video, and then students can watch the video as many times as they need before answering the remaining three questions.

[Nearpod Assessment Link](#) (Expires in January 2022)

<https://np1.nearpod.com/sharePresentation.php?code=aed5d712e7b999c151e6f49fe776e30a-1>

<p>1a. The formative assessment is administered at the start of lesson 3, after one week learning content.</p> <p>1b. Why would it be administered at this point?</p>	<p>1a. This formative assessment would be administered after the introductory week to rhetoric. We would have introduced students to rhetoric on the first day through commercials, and taught them how to pick apart what they see in a commercial and analyze why it is there. This formative assessment could happen towards the end of that week or the beginning of the next, to make sure that students are all on the same page about rhetoric in commercials and can independently identify rhetoric in them.</p> <p>1b. This would be administered at this point because it follows a week of practicing these skills, and it would show that students have mastered looking at rhetoric in this medium.</p>
<p>2a. Time of formative assessment. Add time for reading results, analyze and alter instruction accordingly.</p> <p>2b. Rationale for assessment time?</p>	<p>2a. This would be able to be administered at the beginning of a class, maybe before self-selected reading time, so that students can come in, get right to work on something, and take the time they need. Meanwhile teachers could, using nearpod's interface, see answers as they come in and analyze them during SSR. Since there are only a few questions, it should not be hard to rectify any problems demonstrated after SSR so that students can move on. However, if more time is needed to review, then misconceptions can be addressed at the beginning of the next class.</p> <p>2b. The beginning of a class would give students ample time to do this. Sometimes getting computers out and going takes a minute, and then for students (who will largely be English-speaking only) to watch a Spanish commercial (though it is quick) may be challenging, or feel challenging at first, and so I would want to give ample time for students to concentrate on what they are seeing and see it multiple times if needed.</p>

<p>3. Which unit-level learning target(s) is/are being measured? Can unit-level learning targets be measured at this point? Which lesson-level target(s) is/are being measured?</p> <p>Lesson-level targets</p> <p>For which unit-level target are the lesson-level targets building towards?</p>	<p>Unit-level target(s):</p> <p>U1: Language and images are tools of persuasion.</p> <p>K4: Advertisements use words, images, sounds, smells, etc. in order to shape audience's (or potential customers') thoughts/beliefs.</p> <p>D3: Critique the efficacy of rhetorical appeals in various contexts.</p> <p>Lesson-level target(s)</p> <p>K1: The rhetorical appeal of pathos is when a work tries to create an emotion in the audience in order to persuade them to think, feel, or do something specific.</p> <p>K2: The rhetorical appeal of logos is when a work tries to convince an audience of something by making them draw a logical conclusion about the message or product being communicated.</p> <p>D1: Students will be able to identify the rhetorical appeals of ethos, pathos, and logos in everyday sources, like advertisements.</p> <p>D2: Students will be able to make predictions on which rhetorical appeals will be in use in various mediums based on prior knowledge.</p> <p>D3: Students will be able to reevaluate predictions with prior knowledge.</p>
<p>4. How might students' responses impact your teaching?</p>	<p>If all students answer correctly, the instructor will move on from advertisements to begin looking at rhetorical appeals in other contexts, such as essays or speeches.</p>

<p>INFORMAL FORMATIVE ASSESSMENT</p> <p>Written for Students. Each item indicates to which unit- or lesson-level target(s) it is aligned.</p> <p>Directions would be given verbally. The instructor would have students answer the first question before watching the video, and then they can watch the video as many times as they need before answering the remaining three questions.</p> <p><i>Nearpod Assessment</i> Transcription questions</p> <p>1. STOP! Before you watch the video, predict: this is an ad for Frosted Flakes. What rhetorical appeals do you expect to see in this ad? What audience do you expect this to be targeting? [UL-D4, UL-K4, LL-D2]</p>	<p>ESL Accommodations</p> <p>For students who do not speak Spanish or English as their first language (L1), questions can be translated into other L1s, or students that may need assistance (E.g., Dari, Pashto, etc.). The School and District will determine such arrangements for a permanent solution that remains in effect for the academic year. Other adaptations can include <i>Google Translate</i> and other online and device-driven translators. Teachers need to use such translators with clear literal English translations without use of English idiomatic expressions, metaphors, or embellished terminology or slang. Having an array of tools available is the optimal solution. The extended support can be available on separate iPads or mini iPads so that students can use different translation tools to aid them in understanding the <i>NearPod</i> questions. Students will still be able to complete the <i>NearPod</i> as directed, using what they have answered in their preferred language for the teacher to gain insight into their learning and knowledge of the content thus far.</p> <p>Spanish Translation of <i>Assessment</i> questions</p> <p>1. ¡PARA! Antes de ver el video, prediga: este es un anuncio de Frosted Flakes. ¿Qué apelaciones retóricas cree que Ud. va a ver en este anuncio? ¿A quién se dirige este anuncio? ¿A qué audiencia cree Ud.?</p>
<p>Learning targets for informal formative assessment item 1: unit-level D4, unit-level K4, lesson-level D2: Students will be able to make predictions on which rhetorical appeals will be in use in various mediums based on prior knowledge.</p>	
<p>2. What feeling does this commercial trigger in you? Why? What are some ways this commercial is advertising its product? [LL-K1, UL-D4, UL-K4]</p>	<p>2. ¿Qué sentimiento te provoca este comercial? ¿Por qué? ¿Cuáles son algunas de las formas en que este comercial publicita/promueve su producto?</p>

<p>Learning targets for informal formative assessment item 2:</p> <ul style="list-style-type: none"> - Lesson-level K1: The rhetorical appeal of pathos is when a work tries to create an emotion in the audience in order to persuade them to think, feel, or do something specific. - Unit-level K4 - Unit-level D4 	
<p>3. Why would the makers of this commercial include shots of kids playing soccer? [LL-K2, LL-D1]</p>	<p>3. ¿Por qué los creadores de este comercial incluirían tomas de niños jugando al fútbol?</p>
<p>Learning targets for informal formative assessment item 3:</p> <ul style="list-style-type: none"> - Lesson level K2: The rhetorical appeal of logos is when a work tries to convince an audience of something by making them draw a logical conclusion about the message or product being communicated. - Lesson Level D1: Students will be able to identify the rhetorical appeals of ethos, pathos, and logos in everyday sources, like advertisements. 	
<p>4. 4a. After watching this video, revisit your predictions. Were you right about any of the devices you expected to see? 4b. I chose to give you a commercial in the Spanish language, though most commercials that play on most channels in America are in English. If you do not speak Spanish, did the language barrier impede your understanding of the commercial? If you do speak Spanish, what are some important key words or phrases that persuade the audience to buy the product? [LL-D3, UL-D4, UL-K4]</p>	<p>4. 4a. Después de ver este video, revise sus predicciones. ¿Tenías razón sobre alguno de los dispositivos? ¿Qué es lo que pensabas ver? 4b. Elegí ofrecerles un comercial en español, aunque la mayoría de los comerciales que se reproducen en la mayoría de los canales en Estados Unidos están en inglés. Si no habla español, ¿la barrera del idioma impidió su comprensión del comercial? Si habla español, ¿cuáles son algunas palabras o frases claves importantes que persuaden a la audiencia a comprar el producto?</p>
<p>Learning target for informal formative assessment item 4: unit-level K4, unit-level D4, lesson level D3: Students will be able to reevaluate predictions with prior knowledge.</p>	

Informal Formative Assessment 2

<p>1a. Informal Formative Assessment 2 will be administered at the start of lesson 3, after spending a week learning targeted content.</p> <p>1b. Rationale for Informal Assessment 2</p>	<p>1a and 1b. This formative assessment would come after a day or two learning about pathos and logos. The assessment uses logos prior knowledge, but it is on pathos. It would be administered at this point as an exit ticket, to assess whether students understand pathos, its purpose, and how to write one.</p>
<p>2a. When during the class session would the formative assessment be administered? Will the instructor have ample time to read through the results, analyze them, and make the appropriate instructional adjustments?</p> <p>2b. Why would it be administered at this time?</p>	<p>2a. and 2b. Informal Formative Assessment 2 is an exit slip, so it will be administered at the end of class. This would come after lessons on pathos, and it would happen at the end of class in order to assess how the lesson went. It would not work if it were administered before learning about pathos.</p>
<p>3. Which unit-level learning target(s) is/are being measured? Can unit-level learning targets be measured at this point? Which lesson-level target(s) is/are being measured?</p> <p>Lesson-level targets For which unit-level target are the lesson-level targets building towards?</p>	<p>Unit-level target(s):</p> <p>K1: Definitions of the three rhetorical appeals: ethos, pathos logos.</p> <p>K3: Writers utilize rhetorical appeals in order to shape the audience's thoughts/beliefs.</p> <p>D2: Write examples of ethos, pathos, and logos in various contexts.</p> <p>U1: Language and images are tools of persuasion.</p> <p>Lesson-level target(s) K1: The rhetorical appeal of pathos is when a work tries to create an emotion in the audience in order to persuade them to think, feel, or do something specific.</p>

<p>4. How might students' responses impact your teaching?</p>	<p>The exit slip will provide measurable indicators of:</p> <ol style="list-style-type: none"> 1. students' knowledge of pathos 2. using it in an example 3. creating an argument that reflects it. <p>Through completion of this exit slip, the teacher can make an informed decision on any misconceptions, further practice, or re-teaching that may need to be done if students answered the majority of the slip incorrectly. If students have answered the exit slip correctly, the following lesson will not need to include any further teaching of pathos.</p>
<p>Exit Slip</p> <ol style="list-style-type: none"> 1) What is the definition of 'pathos' in your own words? Learning targets: [LL-K1, UL- K1] 2) Why is pathos used as a rhetorical appeal? Learning targets: [UL-U1, UL-K3] 3) You are trying to argue that cats are the best pet. You have been given a logos argument about why cats are the best. <p>Logos argument: The oldest known pet cat existed 9,500 years ago. It is believed that Egyptians domesticated cats, or made them into pets. Clearly, since cats have been pets for so long, they are well-suited to the job.</p> <p>Now, write a pathos argument about why cats are the best. Refer to your definition of pathos if you need help starting!</p> <p>Pathos argument: Learning targets: [UL-D2]</p>	<p>Exit Slip for ELs (LTs remain the same)</p> <ol style="list-style-type: none"> 1) <i>En sus propias palabras, defina "pathos" en el contexto de la retórica.</i> 2) <i>¿Por qué se usa "pathos" como llamamiento retórico?</i> 3) <i>Quiere argumentar que los gatos son el mejor animal domesticado. Se te ha presentado un argumento "logos" sobre la razón por la que son los mejores.</i> <p><i>Argumento logos: El gato domesticado más viejo existió hace 9,500 años. Se cree que los egipcios domesticaron a sus gatos, o los convirtieron en mascotas. Lógicamente, como han sido domesticados por tanto tiempo, eso quiere decir que son los más cualificados para el título y papel de mejor animal domesticado.</i></p> <p><i>Ahora, escriba un argumento "pathos" sobre el por qué son los mejores. Refiera al significado de "pathos" que ya sabe si necesita un poco de ayuda para empezar.</i></p> <p><i>Argumento "pathos":</i></p>

Formal Formative Assessment: Quiz on Rhetorical Devices and Appeals

<p>1a. The Formal Formative Assessment will be administered at the start of lesson 3, after one week learning the targeted content.</p> <p>1b. Rationale for Informal Assessment 2</p>	<p>1a. This quiz will be administered approximately two weeks after rhetoric and rhetorical devices and appeals have been covered. Students would need to have familiarity with the devices and appeals. The first week will be focused on ethos, logos, and pathos, and the following week the instructor will begin introducing rhetorical appeals. There may not be time to cover all of them, but we will cover the material on the quiz.</p> <p>1b. There are a lot of terms at this point in the unit, and it is important to make sure students are clear on them. Making sure students are at the point where they can take this quiz and get a good grade is one way to make sure to make sure students are on track with these terms in the unit.</p>
<p>2a. When during the class session would the formative assessment be administered? Will the instructor have ample time to read through the results, analyze them, and make the appropriate instructional adjustments?</p> <p>2b. Why would it be administered at this time?</p>	<p>2a and 2b will be administered in the last 30-20 minutes of the day, depending on how long this class takes to do quizzes. I think ending the day on the quiz, so that I would have after the class to look them over and grade them, would work. Furthermore, it is a quiet activity to end the day, and I think it is a lot easier to go from activity into a quiz than from a quiz into activity.</p>
<p>3. Which unit-level learning target(s) is/are being measured?</p>	<p>Unit-level target(s):</p> <p>K1: Definitions of the three rhetorical appeals: ethos, pathos logos.</p> <p>K2: Definitions of various rhetorical devices</p> <p>U1: Language and images are tools of persuasion.</p>
<p>4. How might students' responses impact your teaching?</p>	<p>If students answer correctly, we can move on to other devices and put them into use more--or even writing our own examples of them. However, if students are struggling with certain terms, reteaching would be necessary.</p>

<p>H. An exaggeration for rhetorical effect I. When two seemingly opposite things appear in the same context J. A device that makes a situation seem less problematic than it is. Learning Targets: [UL-K1, UL-K2]</p> <p>Section 3: Multiple Choice Directions: Clearly circle the correct answer.</p> <p>8. A hyperbole is...</p> <ul style="list-style-type: none"> a) A rhetorical appeal to the emotion of a reader b) An exaggeration used for rhetorical purposes c) An indirect comparison d) A description word that sound like the noise it makes <p>Learning Targets: [UL-K1, UL-K2]</p> <p>9. What rhetorical device does the following sentence use? “Man can be destroyed but not defeated. Man can be defeated but not destroyed.”</p> <ul style="list-style-type: none"> a) Parallelism b) Paradox c) Chiasmus d) Antithesis <p>Learning Targets: [UL-U1, UL-K2]</p> <p>10. The use of data or statistics as an appeal would fall under which rhetorical appeal?</p> <ul style="list-style-type: none"> a) Ethos b) Pathos c) Anaphora d) Logos <p>Learning Targets: [UL-K1]</p>	<p>H. Una exageración por efecto retórico I. Cuando dos cosas aparentemente opuestas aparecen en el mismo contexto J. Un dispositivo que hace que una situación parezca menos problemática de lo que es</p> <p>Sección 3: Opción múltiple Instrucciones: Marque con un círculo la respuesta correcta.</p> <p>8. Una hipérbole es ...</p> <ul style="list-style-type: none"> a) Una apelación retórica a la emoción de un lector. b) Una exageración utilizada con fines retóricos. c) Una comparación indirecta d) Una palabra descriptiva que suena como el ruido que hace. <p>9. ¿Qué recurso retórico utiliza la siguiente oración? “El hombre puede ser destruido pero no derrotado. El hombre puede ser derrotado pero no destruido ”.</p> <ul style="list-style-type: none"> a) Paralelismo b) Paradoja c) Quiasmo d) Antítesis <p>10. ¿Qué recurso retórico se usa con los datos y las estadísticas?</p> <ul style="list-style-type: none"> a) Carácter distintivo b) Patetismo c) Anáfora d) Logotipos
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Informal Formative Assessment 1 as presented to students.

Each item indicates to which unit- or lesson-level target(s) it is aligned.

Student Name _____

Date _____

Directions will be given verbally. The instructor will have students answer the first question before watching the video, and then they can watch the video as many times as they need before answering the remaining three questions.

Nearpod Assessment Transcription questions

[Nearpod Assessment Link](#) (Expires in January 2022)

<https://np1.nearpod.com/sharePresentation.php?code=aed5d712e7b999c151e6f49fe776e30a-1>

1. STOP! Before you watch the video, predict: this is an ad for Frosted Flakes. What rhetorical appeals do you expect to see in this ad? What audience do you expect this to be targeting? [UL-D4, UL-K4, LL-D2]
2. What feeling does this commercial trigger in you? Why? What are some ways this commercial is advertising its product? [LL-K1, UL-D4, UL-K4]
3. Why would the makers of this commercial include shots of kids playing soccer? [LL-K2, LL-D1]
4. **4a.** After watching this video, revisit your predictions. Were you right about any of the devices you expected to see? [LL-D3, UL-D4, UL-K4]
4b. I chose to give you a commercial in the Spanish language, though most commercials that play on most channels in America are in English. If you do not speak Spanish, did the language barrier impede your understanding of the commercial? If you do speak Spanish, what are some important key words or phrases that persuade the audience to buy the product? [LL-D3, UL-D4, UL-K4]

Evaluación formativa informal 1 para estudiantes de ESL (Learning Targets remain the same)

Nombre _____

Fecha _____

Directions will be given verbally. The instructor will have students answer the first question before watching the video, and then they can watch the video as many times as they need before answering the remaining three questions.

ESL Accommodations

For students who do not speak Spanish or English as their first language (L1), questions can be translated into other L1s, or students that may need assistance (E.g., Dari, Pashto, etc.). Other adaptations can include *Google Translate* and other online and device-driven translators. Students will still be able to complete the *NearPod* as directed.

Nearpod Assessment Transcription questions

[Nearpod Assessment Link](https://np1.nearpod.com/sharePresentation.php?code=aed5d712e7b999c151e6f49fe776e30a-1) (Expires in January 2022)

<https://np1.nearpod.com/sharePresentation.php?code=aed5d712e7b999c151e6f49fe776e30a-1>

Spanish Translation of Assessment questions

1. **¡PARA!** Antes de ver el video, prediga: este es un anuncio de Frosted Flakes. ¿Qué apelaciones retóricas cree que Ud. va a ver en este anuncio? ¿A quién se dirige este anuncio? ¿A qué audiencia cree Ud.? [UL-D4, UL-K4, LL-D2]
2. ¿Qué sentimiento te provoca este comercial? ¿Por qué? ¿Cuáles son algunas de las formas en que este comercial publicita/promueve su producto? [LL-K1, UL-D4, UL-K4]
3. ¿Por qué los creadores de este comercial incluirían tomas de niños jugando al fútbol? [LL-K2, LL-D1]
4. **4a.** Después de ver este video, revise sus predicciones. ¿Tenías razón sobre alguno de los dispositivos? ¿Qué es lo que pensabas ver? [LL-D3, UL-D4, UL-K4]

- 4b.** Elegí ofrecerles un comercial en español, aunque la mayoría de los comerciales que se reproducen en la mayoría de los canales en Estados Unidos están en inglés. Si no habla español, ¿la barrera del idioma impidió su comprensión del comercial? Si habla español, ¿cuáles son algunas palabras o frases claves importantes que persuaden a la audiencia a comprar el producto? [LL-D3, UL-D4, UL-K4]

Informal Formative Assessment 2 as presented to students.

Each item indicates to which unit- or lesson-level target(s) it is aligned.

Exit Slip

Student Name _____

Date _____

1. What is the definition of 'pathos' in your own words? Learning targets: [LL-K1, UL- K1]
2. Why is pathos used as a rhetorical appeal? Learning targets: [UL-U1, UL-K3]
3. You are trying to argue that cats are the best pet. You have been given a logos argument about why cats are the best.

Logos argument: The oldest known pet cat existed 9,500 years ago. It is believed that Egyptians domesticated cats, or made them into pets. Clearly, since cats have been pets for so long, they are well-suited to the job.

Now, write a pathos argument about why cats are the best. Refer to your definition of pathos if you need help starting! Learning targets: [UL-D2]

Deslizamiento de salida para ESL (Learning Targets remain the same)

Nombre _____

Fecha _____

1. En sus propias palabras, defina “pathos” en el contexto de la retórica. [LL-K1, UL- K1]
2. ¿Por qué se usa “pathos” como llamamiento retórico? [UL-U1, UL-K3]
3. Quiere argumentar que los gatos son el mejor animal domesticado. Se te ha presentado un argumento “logos” sobre la razón por la que son los mejores.

Argumento logos: El gato domesticado más viejo existió hace 9,500 años. Se cree que los egipcios domesticaron a sus gatos, o los convirtieron en mascotas. Lógicamente, como han sido domesticados por tanto tiempo, eso quiere decir que son los más cualificados para el título y papel de mejor animal domesticado.

Ahora, escriba un argumento “pathos” sobre el por qué son los mejores. Refiera al significado de “pathos” que ya sabe si necesita un poco de ayuda para empezar. [UL-D2]

Rhetorical Appeals and Devices Quiz as presented to students

Name _____

Date _____

Section 1: True or False

Directions: Write "True" or "False" in the blank beside the question.

_____ 1. Rhetorical appeals and rhetorical devices are different names for the same thing.

Learning Targets: [UL-K1, UL-K2]

Section 2: Matching

Directions: Write the letter corresponding with your answer in the blank indicated for each term.

- | | |
|--------------------------|--|
| ___ 1. Ethos | A. An appeal through logical thought |
| ___ 2. Understatement | B. An appeal that is based on emotion |
| ___ 3. Rhetorical appeal | C. An appeal that relies on the audience's trust in the speaker |
| ___ 4. Metaphor | D. One of the three methods used to persuade an audience: ethos, pathos, and logos. |
| ___ 5. Rhetorical device | E. Language meant to invoke a reaction in the reader |
| ___ 6. Pathos | F. A comparison of one thing to another using "like" or "as" |
| ___ 7. Oxymoron | G. A direct comparison that does not use "like" or "as" |
| | H. An exaggeration for rhetorical effect |
| | I. When two seemingly opposite things appear in the same context |
| | J. A device that makes a situation seem less problematic than it is. |

Learning Targets: [UL-K1, UL-K2]

Section 3: Multiple Choice

Directions: Clearly write the letter of the correct answer in the line provided.

8. A hyperbole is _____

- A. A rhetorical appeal to the emotion of a reader
- B. An exaggeration used for rhetorical purposes
- C. An indirect comparison
- D. A description word that sound like the noise it makes

Learning Targets: [UL-K1, UL-K2]

Rhetorical Appeals and Devices Quiz (continued)

9. What rhetorical device does the following sentence use?

“Man can be destroyed but not defeated. Man can be defeated but not destroyed.”

- A. Parallelism
- B. Paradox
- C. Chiasmus
- D. Antithesis

Learning Targets: [UL-U1, UL-K2]

10. The use of data or statistics as an appeal would fall under which rhetorical appeal?

- A. Ethos
- B. Pathos
- C. Anaphora
- D. Logos

Learning Targets: [UL-K1]

Prueba sobre dispositivos y apelaciones retóricas para ESL (Learning Targets remain the same)

Nombre _____

Fecha _____

Se permitirá el uso de un diccionario, software de traducción y dispositivos, y la opción de responder verbalmente al cuestionario en lugar de completarlo escribiendo respuestas, también es una opción para los estudiantes de ESL.

Sección 1: Verdadero o Falso

Instrucciones: Escriba "verdadero" o "falso" en el espacio al lado de la pregunta.

_____ 1. Las apelaciones retóricas y los recursos retóricas son nombres diferentes para la misma cosa. [UL-K1, UL-K2]

Sección 2: Emparejamiento

Instrucciones: Escriba la letra correspondiente a su respuesta en el espacio en blanco indicado para cada término.

- | | |
|-----------------------------|--|
| ___ 1. ethos | A. Una apelación a través del pensamiento lógico |
| ___ 2. understatement | B. Una apelación que se basa en la emoción. |
| ___ 3. apelación retórica | C. Un llamamiento que se basa en la confianza de la audiencia en el orador |
| ___ 4. metáforo | D. Uno de los tres métodos principales utilizados para persuadir a una audiencia: ethos, pathos y logos. |
| ___ 5. dispositivo retórico | E. Lenguaje destinado a provocar una reacción en el lector |
| ___ 6. pathos (patetismo) | F. Una comparación de una cosa con otra usando "me gusta" o "como" |
| ___ 7. oxímoron | G. Una comparación directa que no usa "me gusta" o "como" |
| | H. Una exageración por efecto retórico |
| | I. Cuando dos cosas aparentemente opuestas aparecen en el mismo contexto |
| | J. Un dispositivo que hace que una situación parezca menos problemática de lo que realmente es |
- [UL-K1, UL-K2]

Prueba sobre dispositivos y apelaciones retóricas para ESL (continuada)

Sección 3: Opción múltiple

Instrucciones: Marque con un círculo la respuesta correcta.

8. Una hipérbole es ...

- A. Una apelación retórica a la emoción de un lector.
 - B. Una exageración utilizada con fines retóricos.
 - C. Una comparación indirecta
 - D. Una palabra descriptiva que suena como el ruido que hace.
- [UL-K1, UL-K2]

9. ¿Qué recurso retórico utiliza la siguiente oración?

“El hombre puede ser destruido pero no derrotado. El hombre puede ser derrotado pero no destruido”.

- A. Paralelismo
 - B. Paradoja
 - C. Quiasmo
 - D. Antítesis
- [UL-U1, UL-K2]

10. ¿Qué recurso retórico se usa con los datos y las estadísticas?

- A. Carácter distintivo
 - B. Patetismo
 - C. Anáfora
 - D. Logotipos
- [UL-K1]