

Persuasive Plan Rubric

Criteria	Effectively Accomplished 5 4	Partially accomplished 3 2	Not accomplished 1 0
Attention Getter	Effective use of attention getting strategy (quote, statistic, question, story, etc.) to capture listeners' attention and to introduce topic. Attention getter is relevant and meaningful and seemed to gain the desired response from audience.	Use of relevant attention getting strategy, but did not seem to adequately capture audience attention and/or lead to the desired outcome.	No attention getting strategy was evident. No clear or relevant connection to topic and/or speech purpose.
Thesis Statement	Speaker clearly formulated and stated thesis statement during the speech introduction. Thesis statement identifies topic and encompasses/previews main points.	Thesis is clearly implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly previewed.	No thesis statement (implied nor explicit). Main points are not clearly identified, audience unsure of direction of the message.
Connection w/Audience	Clearly stated the relevance of topic to audience needs and interests. Thoughtful audience analysis reflected through choice of topic and supporting evidence.	Topic seems somewhat relevant to audience, but not explicitly stated. Vague reference to audience needs and/or interests.	Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to targeted audience.
Subject Knowledge	Depth of content reflects knowledge and understanding of topic. Main points adequately substantiated with timely, relevant and sufficient support. Provided accurate explanation of key concepts.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	Provides irrelevant or no support. Explanations of concepts are inaccurate or incomplete. Listeners gain little knowledge from presentation.
Organization	Uses effective organizational pattern for speech purpose. Main points are clearly distinguished from supporting details. Signposts are effectively used for smooth and coherent transitions.	General structure/organization seems adequate but some blurring between main points and supporting details. Logical flow, but no clear signposts for smooth transitions.	Lack of structure. Ideas are not coherent and transitions are forced or blurred. Difficult to identify introduction, body, and conclusion.

Logical appeal	Presents sound arguments to support major claim. Arguments are supported with sufficient, relevant and valid evidence.	Some arguments are sufficiently supported but some unsupported assertions are also present.	Arguments lack relevant and valid evidence. Information is incorrect and/or outdated.
Emotional appeal	Effectively and ethically appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal. Vivid and emotive language effectively used to create imagery to engage audience emotionally.	Appeals to audience emotions (anger, fear, compassion, etc.) to achieve the persuasive goal, but fails to observe ethical responsibilities. Creates some effective imagery through language.	Fails to appeal to audience emotions. No attempt to use vivid or descriptive language to capture audience emotions.
Credibility	Sources of information are clearly identified and properly cited. Establishes credibility and authority of sources presented. Balances a variety of perspectives and recognizes opposing views.	Most sources are clearly cited, but fails to effectively establish credibility and authority of sources presented. Seems fair, but fails to acknowledge opposing perspectives.	Fails to identify and cite sources. No attempt is made to establish credibility and authority of sources presented. One-sided argument, no other perspectives are considered. Some identifiable bias.
Eye contact	Consistently and effectively used eye contact to establish rapport with audience. Inconspicuous use of speaker notes and effective use of scanning to establish an expanded zone of interaction.	Conspicuous use of speaker notes. Seems disengaged from audience for noticeable periods of time.	Reads speech from notes/manuscript. Avoids eye contact with audience. Only occasional and sporadic glances.

Endangered Species Info-graphic Rubric

	Exemplary 5 points	Proficient 3 points	Developing 1 point
Content	All items are included and demonstrates thorough research.	Some items are included. Research is somewhat evident.	Most items are not included. Info-graphic consists mainly of pictures and research is not evident.
Details	Details (including labels) support the main idea without distracting with clutter.	Detail is added to support each main idea with minimal clutter.	Very little detail is provided for the main ideas and understanding is limited.
Resources cited	At least 3 sources are cited at the bottom of info-graphic.	At least 2 sources are cited at the bottom of info-graphic.	At least 1 source is cited at the bottom of info-graphic.
Graphics - Relevance	All graphics are related to the topic and match the facts and therefore make it easier to understand.	Most graphics are related to the topic and match the facts and therefore make it easier to understand.	Few of the graphics are related to the topic and match the facts and therefore make it easier to understand.
Attractiveness	The info-graphic is exceptionally attractive in terms of design, layout, and neatness.	The info-graphic is attractive in terms of design, layout and neatness, but is a bit messy.	The info-graphic is distractingly messy or very poorly designed. It is not attractive.
Use of Class Time	Used class time wisely gathering resources/ facts/ graphics/ and designing.	Got a little sidetracked, but then found focus and therefore used the time wisely gathering resources/ facts/ graphics/ and designing	Wasted time not gathering resources/ facts/ graphics/ and designing. We got sidetracked looking at pretty pictures so we got minimal work done.
Mechanics & Grammar	Capitalization, punctuation and grammar are correct throughout the info-graphic.	There are 1-3 errors in capitalization, punctuation or grammar on the info-graphic.	There are 4+ errors in capitalization, punctuation or grammar on the info-graphic.