

Persuasion Rubric

Directions: Your assignment will be graded based on this rubric. Consequently, use this rubric as a guide when working on your assignment and check it again before you submit it.

| Traits | 4 | 3 | 2 | 1 |
|---|--|--|--|--|
| Organization | The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion. | The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion. | The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion. | There is no clear introduction, structure, or conclusion. |
| Goal or Thesis | There is one goal or thesis that strongly and clearly states a personal opinion and identifies the issue. | There is one goal or thesis that states a personal opinion and identifies the issue. | A personal opinion is not clearly stated. There is little reference to the issue. | The personal opinion is not easily understood. There is little or no reference to the issue. |
| Reasons and Support | Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment. | Three or more reasons are stated, but the arguments are somewhat weak in places. | Two reasons are made but with weak arguments. | Arguments are weak or missing. Less than two reasons are made. |
| Attention to Audience | Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments. | Argument demonstrates a clear understanding of the potential audience. | Argument demonstrates some understanding of the potential audience. | Argument does not seem to target any particular audience. |
| Word Choice | Word choice is creative and enhances the argument. | Word choice enhances the argument. | There is evidence of attention to word choice. | Word choice is limited. |
| Visuals/Delivery | Visuals are appealing, highly relevant, and add support to the argument. Delivery is fluent, with an engaging flow of speech. | Visuals are appealing and add support to the argument. Delivery is fluent. | Visuals are related to the topic. Delivery lacks some fluency. | Visuals are not directly related to the topic. Delivery is not fluent. |
| Grammar, Mechanics, & Spelling | There are no errors in grammar, mechanics, and/or spelling. | There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding. | There are several errors in grammar, mechanics, and/or spelling. | There are numerous errors in grammar, mechanics, and/or spelling. |
| Comments | | | | |