

Name: _____

PERSUASION: FINAL SPEECH – PAPER RUBRIC

Writing Workshop #3

Content:

	4-score	3-score	2-score	1-score
Introduction (12)	The hook completely engages audience by connecting to audience. The hook relates strongly to topic. The hook is elaborated upon.	The hook could more thoroughly engage audience, but connects to audience. The hook relates to topic. The hook is slightly elaborated on.	The hook could more thoroughly engage audience and could connect more to audience. The hook relates to topic. The hook is barely elaborated on.	The hook barely engages audience and does not connect specifically to audience. The hook relates to topic. The hook is not elaborated on.
	All necessary and unfamiliar background information is provided for the topic.	Most necessary and unfamiliar background information is provided for the topic.	Some necessary and unfamiliar background information is provided for the topic.	Minimal necessary and unfamiliar background information is provided for the topic.
	The thesis is an independent and clear statement. The thesis explicitly states position.	The thesis is not an independent statement or is not clearly stated. The thesis states position.	The thesis is not an independent statement and is not clearly stated. The thesis states position.	The thesis is not an independent statement and is not clearly stated. The thesis unclearly states position.

Reasons & Support #1 (16)	The first argument of reason is clearly stated and is a strong reason for the given topic.	The first argument of reason could be more clearly stated or be a stronger reason for the given topic.	The first argument of reason could be more clearly stated and could be a stronger reason for the given topic.	The first argument of reason is not clearly stated and is not a strong reason for the given topic.
	The first and second supports are both clearly stated. The first and second supports are strong supports to prove the reason. The first and second supports are strong forms of mode of persuasion. The first and second supports are fully elaborated on, explained, and connected to additional examples, information, etc.	Either the first or second support is not clearly stated. The first and second supports are supports to prove the reason. The first support and second support are forms of modes of persuasion. The first and second supports are somewhat elaborated on, explained, and connected to additional examples, information, etc.	The first and second supports are not clearly stated. The first and second supports are weaker supports to prove the reason. The first support and second support are weaker forms of modes of persuasion. The first and second supports are slightly elaborated on, explained, and connected to additional examples, information, etc.	The first and second supports are not clearly stated. The first and second supports are weak supports to prove the reason. The first support and second support are weak forms of modes of persuasion. The first and second supports are barely elaborated on, explained, and connected to additional examples, information, etc.

Reasons & Support #2 (16)	The second argument of reason is clearly stated and is a strong reason for the given topic.	The second argument of reason could be more clearly stated or be a stronger reason for the given topic.	The second argument of reason could be more clearly stated and could be a stronger reason for the given topic.	The second argument of reason is not clearly stated and is not a strong reason for the given topic.
	The first and second supports are both clearly stated. The first and second supports are strong supports to prove the reason. The first and second supports are strong forms of mode of persuasion. The first and second supports are fully elaborated on, explained, and connected to additional examples, information, etc.	Either the first or second support is not clearly stated. The first and second supports are supports to prove the reason. The first support and second support are forms of modes of persuasion. The first and second supports are somewhat elaborated on, explained, and connected to additional examples, information, etc.	The first and second supports are not clearly stated. The first and second supports are weaker supports to prove the reason. The first support and second support are weaker forms of modes of persuasion. The first and second supports are slightly elaborated on, explained, and connected to additional examples, information, etc.	The first and second supports are not clearly stated. The first and second supports are weak supports to prove the reason. The first support and second support are weak forms of modes of persuasion. The first and second supports are barely elaborated on, explained, and connected to additional examples, information, etc.

Reasons & Support #3 (16)	The third argument of reason is clearly stated and is a strong reason for the given topic.	The third argument of reason could be more clearly stated or be a stronger reason for the given topic.	The third argument of reason could be more clearly stated and could be a stronger reason for the given topic.	The third argument of reason is not clearly stated and is not a strong reason for the given topic.
	The first and second supports are both clearly stated. The first and second supports are strong supports to prove the reason. The first and second supports are strong forms of mode of persuasion. The first and second supports are fully elaborated on, explained, and connected to additional examples, information, etc.	Either the first or second support is not clearly stated. The first and second supports are supports to prove the reason. The first support and second support are forms of modes of persuasion. The first and second supports are somewhat elaborated on, explained, and connected to additional examples, information, etc.	The first and second supports are not clearly stated. The first and second supports are weaker supports to prove the reason. The first support and second support are weaker forms of modes of persuasion. The first and second supports are slightly elaborated on, explained, and connected to additional examples, information, etc.	The first and second supports are not clearly stated. The first and second supports are weak supports to prove the reason. The first support and second support are weak forms of modes of persuasion. The first and second supports are barely elaborated on, explained, and connected to additional examples, information, etc.

Counterclaims (16)	The first and second counterclaims are both clearly stated. The first and second counterclaims are strong arguments against the thesis. The first and second counterclaims are fully elaborated upon or connected to additional information.	The first or second counterclaim is not clearly stated. The first and second counterclaims are arguments against the thesis. The first and second counterclaims are somewhat elaborated upon on connected to additional information.	The first and second counterclaims are not clearly stated. The first and second counterclaims are weaker arguments against the thesis. The first and second counterclaims are slightly elaborated upon on connected to additional information.	The first and second counterclaims are not clearly stated. The first and second counterclaims are weak arguments against the thesis. The first and second counterclaims are barely elaborated upon on connected to additional information.
	The first and second counter-to-the-counters are both clearly stated. The first and second counter-to-the-counters are strong arguments against the counterclaim. The counter-to-the-counters are fully elaborated upon and explained to shut down thoroughly the counter.	The first or second counter-to-the-counter is not clearly stated. The first and second counter-to-the-counters are arguments against the counterclaim. The counter-to-the-counters are somewhat elaborated upon and explained to shut down the counter.	The first and second counter-to-the-counters are not clearly stated. The first and second counter-to-the-counters are weaker arguments against the counterclaim. The counter-to-the-counters are slightly elaborated upon and explained to shut down the counter.	The first and second counter-to-the-counters are not clearly stated. The first and second counter-to-the-counters are weak arguments against the counterclaim. The counter-to-the-counters are barely elaborated upon and explained to shut down the counter.

Conclusion (8)	The restatement of thesis is an independent and clear statement. The restatement of thesis explicitly states position.	The restatement of thesis is not an independent statement or is not clearly stated. The restatement of thesis states position.	The restatement of thesis is not an independent statement and is not clearly stated. The restatement of thesis states position.	The restatement of thesis is not an independent statement and is not clearly stated. The restatement of thesis unclearly states position.
	The conclusion thoroughly connects back to the main reasons discussed. The conclusion then expands on the topic by fully considering future implications, building audience passion, and/or encouraging audience action.	The conclusion connects back to the main reasons discussed. The conclusion then expands on the topic by considering future implications, building audience passion, and/or encouraging audience action.	The conclusion somewhat connects back to the main reasons discussed. The conclusion then somewhat expands on the topic by considering future implications, building audience passion, or encouraging audience action.	The conclusion barely connects back to the main reasons discussed. The conclusion then barely expands on the topic by considering future implications, building audience passion, or encouraging audience action.

Fluency:

	4-score	3-score	2-score	1-score
Tran. (4)	Many transitions and complex writing structures are used throughout to connect ideas and to show the relationships among ideas.	Some transitions and complex writing structures are used throughout to connect ideas and to show the relationships among ideas.	Few transitions and complex writing structures are used throughout to connect ideas and to show the relationships among ideas.	Hardly any transitions and complex writing structures are used throughout to connect ideas and to show the relationships among ideas.
Structure (4)	Each section of the speech begins with a clearly stated topic sentence that links to the purpose of the section. Each section of the speech ends with a clearly stated conclusive sentence that links to the thesis of the paper.	Most sections of the speech begin with a topic sentence that links to the purpose of the section. Most sections of the speech end with a conclusive sentence that links to the thesis of the paper.	Most sections of the speech begin with a topic sentence that isn't clear or doesn't link to the purpose of the section. Most sections of the speech end with a conclusive statement that doesn't link to the thesis of the paper.	Almost all sections of the speech begin with a topic sentence that isn't clear and doesn't link to the purpose of the section. Almost all sections of the speech end with a conclusive statement that doesn't link to the thesis of the paper.
Spelling (4)	The writing is free of any wrongly spelled words, wrongly used homophones, or extra/misplaced/omitted words.	The writing has a few wrongly spelled words, wrongly used homophones, and extra/misplaced/omitted words.	The writing has some wrongly spelled words, wrongly used homophones, and extra/misplaced/omitted words.	The writing has many wrongly spelled words, wrongly used homophones, and extra/misplaced/omitted words.
Grammar (4)	The writing is free of any learned grammatical errors including closing punctuation, quotation punctuation, title identification, etc.	The writing has a few learned grammatical errors including closing punctuation, quotation punctuation, title identification, etc.	The writing has some learned grammatical errors including closing punctuation, quotation punctuation, title identification, etc.	The writing has many learned grammatical errors including closing punctuation, quotation punctuation, title identification, etc.

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COMMENTS: