**Persuasive Speech Rubric w/ Monroe’s Motivated Sequence**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Content** | **A - Exceeds Standards (7)** | **B - Meets Standards (5)** | **C - Works on Standards (3)** | **D – Needs Improvement (1)** |
| **(Introduction) Attention** | Attention-getter grabs the audience, creates information hunger. | Attention-getter gets audience involved (mentally or physically). | Attention-getter is present but limited. | >Attention is minimal or not gotten. |
| **Proposition, Thesis or Central idea** | A strong proposition/ thesis (central idea) sets tone & clearly introduces and relates the topic to the interests/needs of the audience. | An acceptable proposition/ thesis (central idea) is given in an interesting way. | Proposition/thesis is clear. | Proposition/thesis was confusing or its relevance to the audience was unclear. |
| **(Body) Problem/Need** | The problem was well-defined; related to the audience; well supported with examples and evidence; and realistic and measurable | The problem was clear with relevant support and examples | The problem was unclear, or not related to the audience.  Minimal support and examples used | The problem was not clearly defined and too difficult for audience to easily decipher |
| **Solution/Satisfaction** | The solution was well-defined; related to the audience; well supported with examples and evidence; and realistic and measurable | The solution was clear with relevant support and examples; mostly related to the audience | The solution was unclear, or not related to the audience. The solution is too idealistic (not realistic) and hard to measure | The solution was not clearly defined and too difficult for audience to easily decipher |
| **Visualization** | The visualization step was well adapted to the audience and gave them a clear and vivid image of the future; how life would be with this solution | The visualization step gave the audience an image of the future that they can work towards. | The visualization was minimal, or had inappropriate material. | There wasn’t a noticeable visualization step. |
| **(Conclusion) Action Step** | The action step was excellent given the audience and topic.  The speaker provided specific steps/measures needed to complete the action. The presentation has an effective final appeal. Very memorable ending. | The action step was appropriate given the audience and topic.  The presentation has an effective final appeal. Memorable ending. | Action step was general and the specific measures the audience would have to take were vague. Final appeal was adequate. Somewhat memorable ending | The action step was vague or non-existent. No real sense of closure; audience confused. No impact at ending. |
| **Motive and appeals** | A variety of appeals were used (emotional/ rational) in an ethical way, maintain interest and increased audience commitment | Appeals were used in an ethical way but minimal adaptation to the target audience. | More appeals could be used to increase the interest and motivate the audience. | Appeals were non-existent or exaggerated and not backed up with supporting material. |
| **Counter Argument, Rebuttal** | Gives a specific rebuttal using evidence to a counter-argument. | Gives a specific rebuttal to one counter-argument. | Offers general counter-argument/ rebuttal. | Offers no counter-argument/rebuttal. |
| **Transitions** | Transitions are artfully used between each section and main point of the speech. At least one internal summary or preview is used. | Transitions are used here and there to aid movement through the speech. | Transitions are bland and/or scarce. | No transitions are used. |
| **Information Literacy** | Uses highly credible supporting material from a variety of sources (e.g. books, newspapers, magazines, data bases; interviews) Sources strengthen the argument; credibility of speaker. | Uses a mix of highly credible sources and some weaker ones. Limited variety of sources. Tends to use 1-2 types of sources. | Uses weak sources or only one type of source. | Uses questionable sources; uses sources which don’t support the thesis. |
| All necessary sources are cited during the speech; proper credit given to authors; dates included. | Sources are cited during the speech and appear to be credible; dates included | Some sources are cited during the speech. | No sources are cited or clearly mentioned. |
| **Speaker credibility** | Speaker established credibility (character, charisma, competence) and demonstrated good will toward the audience. | Speaker appeared credible, and demonstrated some good will toward the audience. | Speaker's credibility uncertain. Demonstrated minimal concern for the audience’s point of view. | Presentation inappropriate for the audience or speaking situation. Approach lacked credibility. |
| **Outline** | Outline conforms very well to class standards. Appropriate MLA citations; sentence format; transitions; intro./body/con. | Outline somewhat conforms to class standards. | Outline is either too wordy; proper format not followed throughout. (i.e. phrases instead of sentences.) | Outline is deficient in many areas. (e.g. purpose statement, thesis, transitions, attention getter, etc.) |
| **Visual/audio Aid** | Visual/audio aid greatly enhances interest and clarity in the content. | Visual aid/audio adds some interest and clarity. | Used a visual/ audio aid. | Use of or lack of visual aid detracted from speech. |
| **Total points for content (13-91)** |  |  |  |  |

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| **Delivery** | **A - Exceeds Standards (7)** | **B - Meets Standards (5)** | **C - Works on Standards (3)** | **D – Needs Improvement (1)** |
| **Sustained Eye Contact** | Speaker has strong direct eye contact with each member of the audience | Speaker has strong, direct eye contact during the speech | Eye contact is attempted but not with each member of the audience | Needs to work on eye contact |
| **Posture, Gestures and Movement** | Gestures, movements, and posture complement and extend the message, add life to speech | Gesture(s), movement, and posture complement message. | Gesture/posture/movement are stiff or distracting | Needs to work on gestures, movement, and posture. |
| **Extemporaneous Delivery** | Solid extemporaneous deliver, only subtly using notes for specific details | Extemporaneous delivery, using notes for specific points. | Somewhat extemporaneous delivery. Regular use of notes and some reading | Significant reading of the speech |
| **Vocal Variety** | Rate, pitch, pauses, volume and articulation strongly enhance message | Volume and articulation allow speaker to be clearly understood | Volume / articulation / rate / pitch / pauses sometimes distract from the message | Needs to work on volume / articulation / rate/ pitch / pauses |
| **Time** | 4-6 minutes | 3 ½ -4 minutes or  6-6 ½ minutes | 3-3 ½ minutes or  6 ½ -7 minutes | Less than 3 minutes or  more than 7 minutes |
| **Total points for delivery (4-28)** |  |  |  |  |