Animal Nutrition Fact Sheet and Persuasive Speech Rubric

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| --- | --- | --- | --- | --- |
| Area | Excellent: 4-5 | Average: 3 | Poor: 1-2 | Missing: 0 |
| Fact sheet design | The fact sheet follows all design principles discussed in class and is easy to read | The fact sheet follows most design principles discussed in class and is easy to read | The fact sheet follows few design principles discussed in class and/or is difficult to read | The fact sheet follows no design principles discussed in class and is difficult to read |
| Fact sheet information | All information on the fact sheet is accurate, from reliable sources, and relevant | Most information on the fact sheet is accurate, from reliable sources, and relevant | Little of the information on the fact sheet is accurate, from reliable sources, and relevant | None of the information on the fact sheet is accurate, from reliable sources, and relevant |
| Speech uses ethos, pathos, and logos | Speech clearly uses ethos, pathos, and logos as types of information | Speech slightly uses ethos, pathos, and logos as types of information or clearly uses 2 of the three | Speech barely uses ethos, pathos, and logos as types of information or clearly uses 1 of the three | The information in the speech is not research based and does not follow any of the three types |
| Speech uses “problem, solution, benefit” format | The speech format is easy to follow and clearly highlights the problems, solutions, and benefits | The speech format is easy to follow and mostly highlights the problems, solutions, and benefits | The speech format is difficult to follow and barely highlights the problems, solutions, and benefits | Speech does not discuss the problems, solutions, nor benefits |
| Speech is 5-7 minutes | Speech is in time limit | Speech is within 30 seconds on either side | Speech is within 90 seconds on either side | Speech is longer than 8:30 minutes or shorter than 3:30 |
| Speech is geared towards correct audience | The audience is clearly identified and all information pertains to the intended audience | The audience is mostly identified and most of the information pertains to the intended audience | The audience is mostly identified and most of the information pertains to the intended audience | The audience is not defined and information is not geared towards any audience |
| Speaking ability | Student uses effective voice, tone, volume, and body language to enhance speech | Voice and presence neither enhance nor take away from speeches impact | Voice and presence minimizes the impact of the speech | Clear discomfort or too difficult to hear |
| Ability to answer questions | Responds to questions easily with accurate and detailed information | Questions are difficult for students to answer with limited information included | Unable to answer questions and clear lack of understanding is present | No space/time to ask questions |
| Total |  |  |  | /40 |