

# SKILL 8: COLLABORATE & INFLUENCE OTHERS

## Persuasion Rubric

| CRITERIA   | EXCEEDS NM Standard<br>4  | MEETS NM Standard<br>3  | APPROACHING, but does not meet NM Standard<br>2  | Beginning to Learn the NM Standard<br>1   | Not Attempted, Assessable, or Observed<br>0  |
|--|---|---|--|---|--|
| <b>COLLABORATE Persuasion Claim</b>  | Student makes a claim, with a professional tone, why the claim might be controversial   | Student makes a claim and explains why the claim might be controversial   | Student makes a claim but does not explain how it could be controversial   | Student's claim is unclear, confusing, or buried in the communication                                       | Student does not make a claim or needs assistance to do so                           |
| <b>COLLABORATE Persuasion Support &amp; Refute</b>   | Student explains many (4+) reasons for and against a claim and can explain why the reason is valid  | Student can explain at least 3 reasons for and against a claim and establish the validity of the information                      | Student can list 3 reasons for and against a claim, but the validity is weak and/or accuracy of the information is incorrect | Student can give 1 or 2 reasons for and against a claim, and/or accuracy of the information is incorrect    | With assistance, the student can list 3 reasons for and against a claim              |
| <b>COLLABORATE Persuasion Compelling</b>   | Student's message compels the listener/reader to take action in a way that supports his/her stated claim                                    | Student's message is compelling, but does not identify ways a student can take action   | Student's message is valid but the communication is bland or pretentious   | Student's message is so confusing that it disengages the listener/reader.                                   | With assistance, the student can create a valid message.                             |
| <b>COLLABORATE Persuasion Tone &amp; Word Choice</b>   | Student's tone makes the listener/reader feel as though s/he really cares about the topic. Words are striking but natural, varied and vivid | Student's tone is appropriate to the audience but the word choice makes it seem as though it could be delivered/written by anyone | Student's tone is either too flat or dull OR sounds as though s/he is trying hard to impress                                 | Student uses the same words and phrases over-and-over   | The student does not engage in the task  |
| <b>COLLABORATE Persuasion Supporting Tactics:</b><br>explanations, examples, statistics, analogies, quotes, illustrations, etc | The presentation includes more than 3 supporting tactics which makes the speaker appear to be an "expert" on the topic                      | The presentation includes 3 tactics which firmly establishes credibility with the audience  | The presentation includes 1-2 tactics from the list and helps the student to establish credibility with the audience.        | The presentation includes 1 tactic from the list but does not help to establish credibility of the student. | The presentation lacks details to support the message                                |
| <b>COLLABORATE Persuasion Use of Logic and Advertising Techniques</b>  | The student skillfully employs several logic and other advertising techniques to effectively persuade others                                | The student accurately employs ethos, pathos, and logos (emotion, credibility, and logic) effectively within his/her message      | The student employs ethos, pathos, and logos, but it is not used accurately or employs faulty logic                          | Student can employ either ethos, pathos, or logos in his/her persuasive communication.                      | With help, the student can employ ethos, pathos, logos in a persuasive communication |