**Poster Rubric**

**Group Member Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **Score 5-4** | **Score 3-2** | **Score 1-0** |
| **Audiences and Purpose** | Presents effective slogan; clearly addresses persuasive task in a way that resonates with audience. | Presents a slogan; addresses persuasive task, but may slight some aspects of task and audience. | Suggests a slogan or does not have a slogan; shows lack of attention to persuasive task and audience. |
| **Poster Details/Historical Context** | The poster includes relevant and historically accurate details to support the poster’s message. The poster clearly communicates a persuasive message. | The poster includes supporting details, but some details are lacking in their historical accuracy or relevancy. The poster communicates a persuasive message. | The poster does not include historically accurate or relevant details in support of the poster’s message. Little or no persuasion is evident on the poster. |
| **Persuasive Appeal** | Successfully combines words and images to provide convincing, unified support for position; shows complexity of thought, tapping on (at least 2) – ethical appeal of a nation, logic, and/or emotion. | Combines words and images to provide unified support for position; shows some complexity of thought, tapping on ethical appeal of a nation, logic, and/or emotion, but may rely on one persuasive appeal more heavily. | Combines some words and images that may detract from position; shows simplistic treatment of topic, may tap exclusively on one persuasive appeal. |
| **Use of Language** | Communicates an idea through adequate use of language; includes few mechanical errors | Misuses language and lessens impact of ideas; includes some mechanical errors. | Demonstrates poor use of language and confuses meaning; includes many mechanical errors. |

**Total Points Earned /20**

**Individual Grade**

On Task behavior

Day 2 worksheet completion, demonstrates knowledge of the group’s poster outline

Poster Analysis

Completed Direction

Evidence

Readability