



El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

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Assessment Rubric for Lesson

Persuasive Brochure

| | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|--|---|---|--|---|--------------|
| <p>SCANS: Foundation: Thinking Skills F7 Creative Thinking: Generates new ideas F10 Seeing things in the mind's eye: organizes and processes symbols, pictures, graphs, objects, and other information.</p> | Brochure is not appealing. Brochure does not address basic information or communicate the fundamental nature of the inn. The graphics used are not conducive for the essence of the inn. Brochure is not creative and all information is hand written or cut out of other printed material. | Brochure addresses basic information of the inn such as number of rooms, costs, and where to call. Some of the graphics are appropriate for use with a Victorian inn. Some of the areas on the brochure are creative and generate a new idea. | Brochure addresses most of the pertinent information for guests. All of the information is provided in order for guests to pursue a stay as well as additional information. The brochure offers information in a creative way. Some of the pictures or objects are original. | Brochure thoroughly, clearly, and concisely address all information guests would need in order to stay at the inn. The brochure is creative in all areas of the brochure. The pictures are original and inform guests in a creative way. | |
| <p>PATHWAYS HTR C3.1: Understand the importance of guest services to the success of the industry. HTR C3.3: Anticipate the needs, desires, and interests of guests in order to exceed their expectations.</p> | Information is incomplete or incorrect. Additional activities for guests are not mentioned. | The basic information is complete and correct. An additional activity in the area is mentioned. | All information is complete and correct. A variety of ways to contact the inn are given to guests. Several additional activities are mentioned in the brochure and presentation. | All information is complete and correct. The phone number, address, and website is given on the brochure. Additional information is offered for guest discounts as well as numerous possible activities available | |
| <p>English- Content Standards for California Public Schools: Writing Strategies Organization and Focus 1.1Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> | Brochure is not written to encourage guests to stay at the inn. The form of the brochure is not folded and appears as a flyer or a written paper. | The brochure is in the correct format; however the space is not utilized in an efficient manner. There is either too much blank space or the brochure does not seem appealing to sell the inn. | The brochure is in the correct format. Most of the areas are used in a concise manner. Opening the brochure encourages potential guests to continue looking and reading the information. | The brochure is in the correct format with all of the aspects of what a brochure effective. All of the areas are organized in such a way that reading the brochure is clear and persuades the reader to read all the information and encourages the reader to stay at the inn as a guest. | |



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| <p>Listening And Speaking 1.0 Listening And Speaking Strategies. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> | <p>Presentation lacks effective strategies to be heard and understood. Student's information is scattered and unclear. Speaker is unable to be heard. No background information of the inn is given and / or information is incorrect. Student does not have a sample of the brochure to distribute or an additional visual aid to help the audience understand what is being discussed.</p> | <p>Presentation is coherent. For most of the presentation the audience is able to hear clearly what is being presented and information holds the audience's attention. There are portions of the presentation when delivery could be improved with tone or nonverbal elements. Most ideas are clear and relate to the inn.</p> | <p>Presentation is focused and coherent. Speaker offers ideas clearly. Speaker is easily heard and understood by all members of the audience. Speaker offers background information that is interesting to the audience.</p> | <p>Presentation offers multiple strategies that clearly hold the audience's attention by speaking with a clear voice that is pleasant to listen to. Presentation offers new and fascinating facts. The speaker has captured the attention of the audience with intriguing information by additional research of the inn.</p> | |
| <p>1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p> | <p>Student cannot identify any type of propaganda used when asked to do so. Student's brochure is obviously using a logical fallacy and is ineffective and misleading.</p> | <p>Student can identify some of the types of propaganda previously discussed in class when asked to do so. Student's brochure uses a logical fallacy; some of the information is misleading.</p> | <p>Student can identify most of the types of logical fallacies previously taught when asked to do so. The brochure does not use an obvious logical fallacy and the brochure is effective.</p> | <p>Student can identify all of the types of propaganda previously learned in class when asked to do so. Student's brochure is not misleading and does not give any false information.</p> | |

Teachers should determine how to weight the standards and assign points for each level.