

## Summative Assessment: Persuasive Speech



**Due date: March 12<sup>th</sup>**

Throughout the unit, you have been studying methods of persuasion, analysed persuasive language and responded to prompts by using persuasive techniques. In the final assignment, you will demonstrate your understanding and the ability to apply your knowledge of persuasive methods by writing a speech.

You will write a speech directed at your teachers to persuade them to set no homework for the rest of the year. In your speech, use the following methods and techniques:

- Ethos
- Pathos
- Logos
- Power of Three
- Repetition
- Metaphor
- Exaggeration
- Direct address
- Rhetorical question

- Emotive language
- Facts and figures
- Statistics
- Allusion

Make sure you are using these techniques persuasively - be mindful of what words/phrases you will repeat in your speech and why (what is the intended effect).

Organize your ideas to make your speech more effective - begin by establishing your credibility. Explain why the teachers should listen to you. You can follow that by presenting research that supports your claim. You are not allowed to make things up - the research needs to come from credible sources, and these should be appropriately cited. Finally, appeal to the teachers' emotions by vividly portraying how hard it is to meet expectations and do homework every day.

Record your delivery and upload it to Google Drive. Don't forget to share the video with the teacher **before Friday, 12<sup>th</sup> March**.

You will be assessed on **Criterion C: Producing text** and **Criterion D: Using language**.

The MYP rubrics are provided in this document.

MYP Language and Literature Rubrics - Year 3

	<p><b>Criterion C: Producing text</b>  <i>At the end of year 3, students should be able to:</i></p> <p>i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p><b>Criterion D: Using language</b>  <i>At the end of year 3, students should be able to:</i></p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in an appropriate register and style</p> <p>iii. use correct grammar, syntax and punctuation</p> <p>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p> <p>v. use appropriate non-verbal communication techniques.</p>
	<p><b>The student does not reach a standard described by any of the descriptors below.</b></p>	<p><b>The student does not reach a standard described by any of the descriptors below.</b></p>
<p><b>1-2</b></p>	<p>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of thought, imagination and sensitivity and <b>minimal</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</p> <p>iii. selects <b>few relevant</b> details and examples to develop ideas.</p>	<p>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors <b>often hinder</b> communication</p> <p>iv. spells/writes and pronounces with limited accuracy; errors <b>often hinder</b> communication</p> <p>makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</p>
<p><b>3-4</b></p>	<p>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> degree of thought, imagination and sensitivity and <b>some</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</p> <p>iii. selects <b>some</b> relevant details and examples to develop ideas.</p>	<p>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</p> <p>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</p> <p>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</p>
<p><b>5-6</b></p>	<p>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> thought, imagination and sensitivity and <b>substantial</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</p> <p>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</p>	<p>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></p> <p>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</p> <p>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</p> <p>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</p>
<p><b>7-8</b></p>	<p>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of thought, imagination and sensitivity and <b>perceptive</b> exploration and consideration of new perspectives and ideas</p> <p>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>clear</b> awareness of impact on an audience</p> <p>iii. selects <b>extensive</b> relevant details and examples to develop ideas with precision.</p>	<p>i. <b>effectively</b> uses a varied range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></p> <p>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</p>