

Marking Rubric for Persuasive Texts (NAPLAN criteria)

Name:

Category	0	1	2	3	4	5	6
Audience	Symbols or drawings which may have the intention of conveying meaning	Response to audience needs is limited. Contains some simple written content. Text is very short or difficult to make any meaning from.	Shows basic awareness of audience expectations through attempting to orient the reader. Provides some info to support reader understanding. Text is short but easily read.	Internally consistent text that attempts to support the reader by developing a shared understanding of context – i.e. contains sufficient information for the reader to follow the text easily	Supports reader understanding and attempts to engage and persuade the reader.	Supports, engages and persuades the reader through deliberate choice of language choices and persuasive techniques	Controls writer/reader relationship. Establishes strong, credible voice. Crafts writing to influence reader by precise and sustained language choices and persuasive techniques. Takes readers' values and expectations into account
Text Structure	No evidence of any structural components of a persuasive text	Minimal evidence of persuasive structure. Structural components not clearly identifiable OR one component only, e.g. an introduction or body	Text contains two clearly identifiable structural components OR all components are present but weak	Text contains an introduction, a body and conclusion OR detailed longer text with two developed components and one weaker component	Coherent, controlled and complete arguments. All components are well developed. Introduction with clear position statement AND body with reasons and detailed supporting evidence AND conclusion that reinforces the writer's position		
Ideas	No evidence or insufficient evidence	Text contains one idea OR ideas appear unrelated to each other OR ideas are unrelated to topic on prompt	One idea with simple elaboration OR ideas are few and related but not elaborated OR many simple ideas that are related but not elaborated	Ideas are supported with some elaboration OR many unelaborated ideas that relate plausibly to argument (4 or more) OR one idea with more developed elaboration	Ideas are elaborated and contribute effectively to the writer's position. Ideas may be elaborated by a range of issues both for and against the stated position, a refutation of other positions or opinions, explaining cause and effect	Ideas are generated, selected and crafted to be highly persuasive. Ideas may be elaborated by a range of issues both for and against the stated position, a refutation of other positions or opinions, explaining cause and effect	
Persuasive Devices	No evidence or insufficient evidence	Uses a statement or statements of personal opinion AND/OR uses one or two instances of persuasive devices (may be same type)	Uses three or more instances of persuasive devices that support the writer's position but do not persuade the reader (at least two types)	Uses some devices that persuade. Use is effective but not sustained (may also include some ineffective use)	Sustained and effective use of persuasive devices. Effective devices are appropriate to style of argument and may appeal to one or more of the reader's reason, values or emotions		
Vocabulary	Symbols or drawings	Very short script	Mostly simple verbs, adverbs, adjective or nouns and / or 2-3 precise words or word groups e.g. simple noun or verb groups	4 or more precise words or word groups	Sustained and consistent use of precise words and word groups that enhance meaning (may be some inaccurate or inappropriate word groups)	A range of precise and effective words and word groups used in a fluent and articulate manner. Language use is well matched to style.	

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Cohesion	Symbols or drawings	Links are missing or incorrect. Short script. Often confusing for the reader	Some correct links between sentences and most referring words are accurate. Reader may need to re-read to clarify meaning.	Controlled use of cohesive devices support reader understanding. Meaning is clear on first reading and text flows well in a sustained piece of writing	A range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationship. An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text		
Para-graphing	No use of paragraphing / beginning sense	Writing is organised into paragraphs mainly focused on a single idea	All paragraphs are focused on one idea or set of like ideas. At least one paragraph is logically constructed and contains a topic sentence and supporting detail paragraphs are correct but basic	Paragraphing supports Argument. Paragraphs are ordered and cumulatively build argument across text			
Sentence Structure	No evidence of sentences	Some correct formation of sentences	Most simple sentences are correct	Most simple and compound sentences are correct and some complex sentences are correct. Meaning is predominantly clear.	Simple and compound sentences are correct and most complex sentences are correct. Meaning is clear.	Sentences correct. Demonstrates variety. Meaning is clear and sentences enhance meaning.	All sentences are correct. Writing contains controlled and well-developed sentences that express precise meaning and are consistently effective
Punctuation	No evidence of correct punctuation	Some use of capital letters to start OR full stops at end	Some accurately punctuated sentences – at least 2, OR one correct sentence and one other appropriate punctuation mark	Sentence level punctuation mostly correct (minimum of 80% of 5 sentences punctuated correctly) AND some other correct punctuation (two or more examples of different types of other punctuation)	All sentence punctuation correct. Mostly correct use of other punctuation	Writing contains accurate use of all applicable punctuation	
Spelling	No conventional spelling	Few examples of conventional spelling	Correct spelling of most simple words and some common words	Correct spelling of most simple words and most common words	Correct spelling of simple words, most common words, some difficult words	Correct spelling of simple words, most common words, at least 10 difficult	Correct spelling of all words, 10+ difficult ones some challenging words