

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 or 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.	

Rubric Persuasive Text Year 3

Annelies Wilder-Smith

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