NAPLAN Persuasive Writing Assessment Rubric

	CRITERIA	DESCRIPTION	HIGH	MEDIUM	LOW
1	**Audience**	*The writer's capacity to orient, engage and persuade the reader.*	Language is used effectively to explain things to the reader, persuade them, and make them interested in the topic.	Tries to show the reader what is important. Begins to use language to persuade the reader and make them interested.	Text is either short and understandable, or longer but difficult to understand. Explains some things to the reader.
2	**Text Structure**	*The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.*	There is a good structure, with an introduction (with a clear contention), body (with reasons and supporting details/evidence), and conclusion (which reinforces the reader's point).	There are AT LEAST two clear parts of the structure (e.g. a clear introduction and body, but no conclusion or a very underdeveloped conclusion).	There is only one part of the structure (e.g. a body, without an introduction or conclusion), or there is no structure (e.g. just a list of statements/beliefs)
3	**Ideas**	*The selection, relevance and elaboration of ideas for a persuasive argument.*	There are several well elaborated ideas (e.g. issues for/against position, explaining cause/effect, attack other arguments)	There are several ideas, which have some elaboration (explained, linked back to argument, etc).	There is only one idea with simple elaboration, or there are a few related ideas which are not expanded upon.
4	**Persuasive Devices**	*The use of a range of persuasive devices to enhance the writer's position and persuade the reader.*	A range of persuasive devices (more than two) are used throughout the essay in an effective manner.	AT LEAST two persuasive devices have been used a combined total of at least three times. The devices are used properly.	Just provides a personal opinion, and at the most one or two types of persuasive devices. May appear confused or contradictory.
5	**Vocabulary**	*The range and precision of contextually appropriate language choices.*	A range of precise and effective words are used. (Example: "if humans can have a voice then why can't animals?")	Words used are precise, although some may be inaccurate (Example: "my idea of a perfect zoo is…")	Very simple words are used and simple comparisons are made. (Example: "animals will feel sad").
6	**Cohesion**	*The control of multiple ideas and relationships across the text, achieved through the use of referring words, ellipsis, connecting words, substitutions and word associations.*	A fairly long piece of writing that flows and ties together well. The ideas flow continuously throughout the piece.	The meaning is clear and the text flows. Synonyms are used to avoid repetition. More complex connecting words are used (Example: however, although, therefore, additionally, instead, even though, finally).	Some links between sentences. Simple connecting words are used (Example: and, if, so, when, because, then, but)
7	**Paragraphing**	*The splitting of text into paragraphs that assists the reader to follow the line of argument.*	Paragraphs are used correctly and are organised to effectively support the argument (the argument builds between paragraphs and throughout the essay)	Writing is organised into paragraphs, with each paragraph focussed on one idea or a set of closely linked ideas. At least two body paragraphs, intro and conclusion	There are no paragraphs or paragraphs are used incorrectly (e.g. too many ideas, introduction and body paragraphs merged, etc).
8	**Sentence Structure**	*The production of grammatically correct, structurally sound and meaningful sentences.*	Sentence structure is correct and effective (very few errors). Meaning is clear, precise. There is variety in the sentences (length, elaboration, use of clauses, use of verbs and adjectives, etc)	Student uses complex sentences (usually with words like: because, since, after, although, when, that, who, which)	Meaning is usually clear, but sentences are simple (example: "some students like to study in the morning"), or a pair of simple sentences joined together (with words like: and, so, for)
9	**Punctuation**	*The use of correct and appropriate punctuation to aid the reading of the text.*	A wide variety of punctuation is used accurately and effectively to control how a person reads the text (e.g. for pauses)	At least two of the following are used correctly: apostrophes, commas, quotation marks, brackets, colons.	Capitals and full stops are used correctly. Other punctuation is not used or used incorrectly.
10	**Spelling**	*The accuracy of spelling and the difficulty of the words used.*	Correct spelling or all words and difficult /challenging words are used correctly.	Simple and common words are spelt correctly, and difficult words are used.	Most simple words are used and spelt correctly, with errors in other words.