

# Persuasive Writing Rubric

	<b>Level 1</b> <b>With support, AFs are evident in some writing</b>	<b>Level 2</b> <b>AFs are evident in some forms of writing</b>	<b>Level 3</b> <b>AFs are evident in most forms of writing</b>	<b>Level 4</b> <b>AFs are evident across a range of writing</b>	<b>Level 5</b> <b>AFs are evident across a wide range of writing</b>
<b>AF1– Ideas &amp; Voice</b>	<p>Usually with support, provides at least 3 personal reasons with limited elaboration generally related to the topic (e.g., <i>I want a dog because I am a good student</i>).</p> <p>Usually with support, the piece of writing includes unique pictures with details and/or labels.</p>	<p>Provides at least 3 relevant personal reasons with some elaboration related to the topic (e.g., <i>I want a dog to keep our family safe. He can sleep in my room</i>).</p> <p>The writing is beginning to sound unique through interesting word choice, conventions, and/or presentation.</p>	<p>Provides at least 3 relevant reasons and elaborates with supporting examples and/or facts that are specific to the topic.</p> <p>Hints of unique voice are evident throughout the text (e.g., interesting word choice, conventions, and/or presentation) and attempts to demonstrate a commitment to the topic.</p>	<p>Provides reasons that are specific to the topic, and elaborates using relevant examples and facts that are specific to the topic.</p> <p>Unique voice is evident throughout most of the text (e.g., individuality is present and the writing sounds different from the way others write) and demonstrates a commitment to the topic.</p>	<p>The reasons are highly specific to the topic; demonstrates an understanding of the topic and elaborates using relevant and inventive examples and facts specific to the topic.</p> <p>Unique voice is evident throughout the text (e.g., individuality is present and personal style is clearly established) and demonstrates a passionate commitment to the topic.</p>
<b>AF2 – Organisation &amp; Voice</b>	<p>Usually with support, the writing has a similar voice regardless of audience or purpose.</p> <p>Usually with support, the title is simple and predictable.</p> <p>Usually with support, shows awareness of some basic persuasive devices (e.g., pleading, repetition of key words) that may appeal to the reader’s emotion or values.</p>	<p>The writing is beginning to fit the audience or purpose in some way (e.g., the tone is becoming objective and expert).</p> <p>The title states the topic and is beginning to catch the reader’s attention. May be closely related to the prompt or topic.</p> <p>Beginning to use basic persuasive devices (e.g., pleading, repetition, rhetorical questions, exaggeration) that appeal to the reader’s emotions or values.</p>	<p>The writing fits the audience or purpose (e.g., the tone is objective and expert).</p> <p>The title is original and effective, and catches the reader’s attention.</p> <p>Uses persuasive devices (e.g., examples, facts, statistics that support my opinion, rhetorical questions, exaggeration) where they will be effective to persuade the audience and appeal to the reader’s emotions, values, and/or logic.</p>	<p>Writes with an understanding of a specific audience or purpose (e.g., the tone is highly objective and expert).</p> <p>The title is original and effective. It catches the reader’s attention, and captures the central theme of the piece.</p> <p>Appropriately uses persuasive devices that are based on research (e.g., examples, facts, statistics that support my opinion, rhetorical questions, exaggeration, counter arguments) and uses them to effectively persuade the audience.</p>	<p>Writes with a strong sense of a specific audience or purpose (e.g., the tone accurately connects with the audience and topic in an authoritative manner).</p> <p>The title is thoughtful, original and effective. It catches the reader’s attention and cleverly and creatively alludes to the central theme of the piece.</p> <p>Confidently selects the most effective persuasive devices that are based on research (e.g., examples, facts, statistics that support my opinion, rhetorical questions, counter arguments) and uses them to effectively persuade the audience.</p>

AF3 - Organisation	<p>Usually with support, the opening is a simple, short statement that states the opinion (e.g., <i>The pigeon should not drive the bus</i>).</p> <p>Usually with support, the closing restates the opinion in a short sentence; the closing may be similar to the opening.</p>	<p>The opening has a basic attempt to use a simple "hooking strategy" followed by the opinion statement (e.g., <i>Have you ever seen garbage at the beach? People must stop littering!</i>).</p> <p>The closing restates the opinion (in a different way than the opening) and has another sentence of additional detail.</p>	<p>The opening has a "hooking strategy" (e.g., <i>Imagine you walk into a room that is filled with thick, smelly smoke</i>) followed by details to introduce the topic and a clear opinion statement.</p> <p>Attempts to present the reasons in logical order (e.g., becoming aware of presenting strongest reason first or last).</p> <p>The closing has a linking phrase (e.g., <i>In conclusion...</i>), restates the opinion, and presents a call to action.</p>	<p>The opening paragraph has a "hooking strategy" that catches the reader's attention, briefly introduces the arguments, and is followed by a clear opinion statement.</p> <p>The developed reasons are presented in a logical order (e.g., strongest reason first or last).</p> <p>The closing paragraph has a linking phrase (e.g., <i>In conclusion...</i>) and restates the opinion, summarizes the main reasons, and presents a call to action.</p>	<p>The engaging opening paragraph has a creative "hooking strategy" followed by an explanation of the issue and a confidently stated opinion that also provides a clear direction to the text.</p> <p>The well-developed reasons are presented in a specific and thoughtful order that will best convince the audience.</p> <p>The well-developed closing paragraph is made powerful and compelling by the restatement of my opinion, the reiteration of my main points, and the presentation of an influential call to action that connects with the reader.</p>
AF4 - Organisation	<p>Usually with support, uses some generic linking words (e.g., <i>first, second, finally</i>) when appropriate.</p> <p>Usually with support, accurately uses <u>return sweep</u> to organise his/her sentences.</p>	<p>Uses a variety of generic linking words (e.g., <i>first, second, finally, another</i>) when appropriate.</p> <p>Groups ideas into an opening, middle (reasons), and a closing.</p>	<p>Attempts to use more complex linking words/phrases to connect paragraphs (e.g., <i>in addition to, another reason, after all, to close</i>).</p> <p>Attempts to use paragraphs to group content together and sometimes changes paragraphs appropriately (e.g., opening, closing, change of reason, etc.).</p>	<p>Appropriately uses complex linking words or phrases to connect paragraphs throughout the text.</p> <p>Uses structured paragraphs to group content together and changes paragraphs appropriately (e.g., opening, closing, change of reason, etc.).</p>	<p>Uses a variety of complex and unique linking words/phrases that support cohesion of the text and effectively connect paragraphs.</p> <p>Uses structured paragraphs and confidently changes paragraphs appropriately. Within paragraphs, a range of devices are used to support cohesion (e.g., connectives, linking words).</p>
AF5 – Sentence Fluency	<p>Usually with support, writes most of thoughts in sentences.</p>	<p>Writes full sentences that start in a few different ways (e.g., not always with I).</p>	<p>Attempts to write a variety of sentences (e.g., some simple and some complex).</p>	<p>Writes a variety of sentences (e.g., simple, complex, long, and/or short) that are frequently structured properly.</p>	<p>Writes a variety of properly structured sentences and deliberately changes word order, length, and type to emphasise meaning and affect the reader.</p>

AF5 – Sentence Fluency	<p>Usually with support, shows a basic awareness of tense (e.g., generally written in <u>simple present tense</u>, although inconsistencies may be evident).</p> <p>Usually with support, uses at least one basic connective, such as <i>and</i>, to join ideas.</p>	<p>Most of the text is written in the simple present tense.</p> <p>Uses at least two basic connectives, such as <i>and</i>, <i>but</i>, and/or <i>so</i> to join two independent clauses and form a compound sentence.</p>	<p>Writes in the present tense throughout the text.</p> <p>Uses more than two connectives, such as <i>if</i>, <i>when</i>, and/or <i>because</i>.</p>	<p>Writes in the present tense throughout the text and makes some attempt to change tenses when appropriate (e.g., predicting future outcomes).</p> <p>Uses a variety of complex connectives, such as <i>therefore</i>, and/or <i>however</i>.</p>	<p>Writes in the present tense throughout the text and change tenses when appropriate (e.g., predicting future outcomes).</p> <p>Accurately uses a wide variety of complex connectives to show relationships between ideas.</p>
AF6 – Conventions	<p>Usually with support, uses full stops at the end of most sentences.</p> <p>Usually with support, most sentences start with capital letters</p>	<p>Uses full stops correctly and attempts to use exclamation or question marks.</p> <p>Starts sentences with capital letters and is beginning to use capitals letters for the beginning of names.</p> <p>Beginning to use some commas in lists.</p>	<p>Consistently uses full stops, exclamation marks, and/or question marks at the end of sentences.</p> <p>Accurately uses capital letters to start sentences and for proper nouns.</p> <p>Uses commas accurately in lists.</p> <p>Attempts to correctly use quotation/speech marks and related punctuation*.</p>	<p>Accurately punctuates the end of sentences throughout the text using a variety of end marks.</p> <p>Uses capital letters accurately throughout the text.</p> <p>Uses commas accurately in lists and is beginning to mark clauses (e.g., at the end of a linking phrase).</p> <p>Uses quotation/speech marks and related punctuation accurately*.</p>	<p>Uses the full range of punctuation accurately and ensure that there is a variety of punctuation throughout the text. (e.g., fullstops, exclamation marks, question marks, quotation/speech marks*, apostrophes, brackets).</p> <p>Uses commas in lists and to mark clauses accurately.</p>
AF7 – Word Choice	<p>Usually with support, uses some basic adjectives.</p>	<p>Uses a variety of basic adjectives.</p>	<p>Uses a variety of strong adjectives throughout the text.</p>	<p>Throughout the text, descriptive (and may also use figurative) language is used.</p>	<p>Throughout the text, descriptive (and may also use figurative) language is used to create strong, fresh, and vivid images to emphasise the main idea.</p>

AF7 – Word Choice	<p>Usually with support, uses some generic convincing words (e.g., <i>want, need, never, always</i>).</p> <p>Usually with support, uses simple vocabulary and repeats key words.</p>	<p>Uses a variety of generic convincing words (e.g., <i>want, need, never, always, have to, should, believe, surely</i>).</p> <p>Makes some adventurous word choices.</p>	<p>Attempts to use a variety of convincing words and phrases (e.g., <i>honestly, truly, in my opinion, there is no doubt, unquestionably, without a doubt, despite this</i>).</p> <p>Attempts to make powerful word choices that energise the writing (e.g., <i>I would be thankful</i> instead of <i>It would make me happy</i>).</p>	<p>Convincing words and phrases are used throughout the text.</p> <p>Makes powerful word choices that energise the writing and have an effect on the reader (e.g., deliberate attempt to choose the best word instead of the first word that comes to mind).</p>	<p>Precisely selects from a range of convincing words and phrases that demonstrate clarity and confidence in a clear opinion.</p> <p>Demonstrates a wide vocabulary when making powerful word choices that energises the writing and have an effect on the reader (e.g., precisely chosen words suited to the topic).</p>
AF8 - Conventions	<p>Usually with support, shows an awareness of the sounds formed by different letters and groups of letters (e.g., some high frequency words are spelled correctly and phonetically plausible attempts are made).</p> <p>Usually with support, uses the word wall for tricky words.</p>	<p>Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies, the alternative is phonetically plausible.</p> <p>Uses the word wall for tricky words.</p>	<p>Simple mono and polysyllabic words are spelled correctly.</p> <p>With limited errors, uses a spelling resource for unknown words.</p>	<p>Polysyllabic words that conform to regular patterns are spelled correctly</p> <p>Uses a spelling resource for unknown words.</p>	<p>Spelling is accurate throughout the text.</p>
AF9- Presentation	<p>Usually with support, most letters are placed correctly on the line and spaces are used between words.</p> <p>Usually with support, includes basic presentation features (e.g., a basic illustration or picture).</p>	<p>Letters are correctly sized, orientated, and placed on the line; and spaces are used between words</p> <p>Includes presentation features (e.g., illustrations, diagrams with labels, and/or text boxes).</p>	<p>Includes presentation features that attempt to enrich/clarify the text (e.g., subtitles, illustrations, diagrams with labels, textboxes, and/or captions).</p>	<p>Includes presentation features that enrich/clarify the text (e.g., subtitles, illustrations, diagrams with labels, textboxes, and/or captions).</p>	<p>Includes presentation features that achieve a particular effect and/or enhance understanding (e.g., subtitles, illustrations, diagrams, textboxes, charts, graphs, and/or captions)</p>