| **Category** | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
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| **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 twodeveloped 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 simpleelaboration **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 notpersuade 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. |  |
| **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 supportsArgument. 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 sentencespunctuated 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 |