

Rating Scale for Persuasive Texts

You can use this rating scale to assess each student's understanding of and ability to write persuasive texts throughout the year (including pre-assessment). You can use different coloured pens to show the student's progress.

Name: _____ Date: _____ Title: _____

| SKILLS AND FEATURES | RATING AND COMMENTS 1. Not evident 2. With prompts 3. Mostly on own 4. On own consistently |
|---|--|
| Planning and Researching | |
| • Makes a plan | |
| • Gathers information | |
| • Has a purpose e.g., to persuade the reader of his or her point of view | |
| Drafting | |
| • Writes a first draft | |
| • Stays on topic | |
| • Includes an opening statement that states a personal view (e.g., <i>I think we should all have a weekly allowance</i>) or request (e.g., <i>Please give me a puppy for my birthday</i>) | |
| • Gives reasons for the opinion or request | |
| • Uses facts and opinions | |
| • Includes a concluding statement about the topic | |
| • Uses the first person | |
| Revising | |
| • Uses a simple revising checklist | |
| • Adds, deletes, and changes ideas | |
| • Makes sure ideas are clear and expressed in sentences | |
| Editing | |
| • Uses a simple editing checklist | |
| • Corrects spellings | |
| • Checks punctuation and capitalization | |
| Sharing and Publishing | |
| • Writes with clear printing or cursive writing | |
| • Adds appropriate visual features (e.g., headings, titles, pictures, labels, diagrams, table of contents) | |
| • Shares account orally and rereads sections of the text | |
| • Publishes text in a suitable form (e.g., book, poster, brochure, letters) | |