

# Narrative Writing Rubric

	<b>Level 1</b> <b>Usually with support,</b> <b>AFs are evident in</b> <b>some writing</b>	<b>Level 2</b> <b>AFs are evident in</b> <b>some forms of writing</b>	<b>Level 3</b> <b>AFs are evident in most</b> <b>forms of writing</b>	<b>Level 4</b> <b>AFs are evident across</b> <b>a range of writing</b>	<b>Level 5</b> <b>AFs are evident across</b> <b>a wide range of writing</b>
<b>AF1– Ideas &amp; Voice</b>	<p>Usually with support, the elements of the story (characters, setting, problem, events, solution) are generally related with limited elaboration.</p> <p>Usually with support, the piece of writing includes unique pictures with details and/or labels.</p>	<p>The elements of the story (characters, setting, problem, events, solution) are related with some elaboration through simple details.</p> <p>The writing is beginning to sound unique through interesting word choices, use of conventions, and/or presentation.</p>	<p>The elements of the story (characters, setting, problem, plot with rising action, solution) are related and I elaborate on ideas through details.</p> <p>Hints of unique voice are evident throughout the text (e.g., interesting use of word choice, conventions, and/or presentation) and attempts to hold the reader’s interest.</p>	<p>The elements of the story (characters, setting, problem, plot with rising action, climax, solution) are specific and include descriptive details.</p> <p>Unique voice is evident throughout most of the text (e.g., individuality is present and the writing is beginning to sound different from the way others write) and holds the reader’s interest.</p>	<p>The elements of the story (characters, setting, problem, plot with rising action, climax, solution) are highly specific and relevant and include descriptive and imaginative details.</p> <p>Unique voice is evident throughout the text (e.g., individuality is present and personal style is clearly established) and effectively holds the reader’s interest.</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>The writing is beginning to fit the audience or purpose in some way (e.g., the tone is becoming lively, humorous, amusing, or animated depending on genre).</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>The writing fits the audience or purpose (e.g., The tone is lively, humorous, amusing or animated depending on genre).</p> <p>The title is original and effective, and catches the reader’s attention.</p>	<p>Writes with an understanding of a specific audience or purpose (e.g., the tone is very lively, humorous, amusing, or animated depending on genre).</p> <p>The title is original and effective. It catches the reader’s attention, and captures the central theme of the piece.</p>	<p>Writes with a strong sense of a specific audience or purpose (e.g., the tone accurately portrays true emotion).</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>

AF3 - Organisation	<p>Usually with support, the opening is a simple, short statement (e.g., <i>Sammy felt sad</i>).</p> <p>Usually with support, the basic events are in logical order (e.g. may be unconnected or incomplete story events).</p> <p>Usually with support, the closing is a short sentence that may be predictable (e.g., <i>They lived happily ever after</i>).</p>	<p>The opening has a basic attempt to use a simple "hooking strategy" followed by some detail about characters, setting, and/or problem depending on genre or style.</p> <p>Beginning to develop a plot with events in logical order (e.g. beginning to be connected and complete story events).</p> <p>The closing is a short, original sentence that may be abrupt (e.g., <i>Then they were best friends forever</i>).</p>	<p>The opening has a "hooking strategy" (e.g., dialogue: <i>"You won't believe what I found!" hollered Detective Dave</i>) followed by additional detail about characters, setting, and/or problem depending on genre or style.</p> <p>The plot has a series of events in logical order that end with a simple resolution to the problem.</p> <p>The closing is after the resolution and attempts to give the reader some detail (e.g., lesson learned, memory, hope/wish, decision, etc.).</p>	<p>The opening paragraph has a "hooking strategy" that catches the reader's attention (e.g., a flash forward of the ending) followed by additional detail about characters, setting, and/or problem depending on genre or style.</p> <p>The developed plot has a series of events that are in logical order, comes to a climax, and ends with a resolution to the problem.</p> <p>The closing paragraph is after the resolution and gives the reader detail and a sense of closure (e.g., lesson learned, memory, hope/wish, decision).</p>	<p>The engaging opening paragraph has a creative "hooking strategy" that effectively catches the reader's attention, followed by additional, relevant details that give direction to the text and information about characters, setting, and/or problem depending on genre or style.</p> <p>The well-developed plot has a series of connected events that flow smoothly, comes to an exciting climax, and ends with a satisfying resolution to the problem.</p> <p>The detailed closing paragraph is after the resolution and gives the reader a satisfying sense of closure while also making a connection to the opening.</p>
AF4 - Organisation	<p>Usually with support, uses some generic linking words (e.g., <i>first, then, next, after, finally</i>).</p> <p>Usually with support, accurately uses <u>return sweep</u> to organise sentences</p>	<p>Uses a variety of generic linking words (e.g., <i>first, then, next, after, finally</i>)</p> <p>Groups ideas into an opening, a middle, and a closing.</p>	<p>Attempts to use more complex linking words/phrases (e.g., <i>suddenly, as soon as, the following day, at supper time</i>) to show the passing of time.</p> <p>Attempts to use paragraphs to group ideas and sometimes change paragraphs appropriately (e.g., beginning, ending, change of setting, when a long time passes, when a new person speaks).</p>	<p>Uses complex linking words/phrases that transition the story and/or effectively show the passing of time (e.g., <i>Meanwhile, back at the castle...</i>).</p> <p>Uses (structured, where appropriate) paragraphs to group ideas and changes paragraphs appropriately (e.g., beginning, ending, change of setting, when a long time passes, when a new person speaks).</p>	<p>Uses a variety of complex and unique linking words/phrases that support cohesion of the text and effectively transition/show the passing of time.</p> <p>Uses (structured, where appropriate) paragraphs and confidently changes paragraphs appropriately. Within paragraphs, a range of devices to support cohesion (e.g., connectives, linking words) are used.</p>

AF5 – Sentence Fluency	<p>Usually with support, writes most thoughts in sentences.</p> <p>Usually with support, shows a basic awareness of tense (e.g., generally written in <u>simple past tense</u>, although inconsistencies may be evident).</p> <p>Usually with support, at least one basic connective such as <i>and</i> is used to join ideas</p>	<p>Writes full sentences that start in a few different ways (e.g., not always with <i>then</i>, not always with a pronoun)</p> <p>Most of the text is written in the simple past tense.</p> <p>At least two basic connectives such as <i>and</i>, <i>but</i>, and/or <i>so</i> are used to join two independent clauses to form a compound sentence.</p>	<p>Attempts to write a variety of sentences (e.g., some simple and some complex).</p> <p>Writes in the past 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 a variety of sentences (e.g., simple, complex, long and/or short) that are frequently structured properly.</p> <p>Writes in the past tense throughout the text and makes some attempts to change tenses when appropriate (e.g., dialogue).</p> <p>Uses a variety of complex connectives, such as <i>therefore</i> and <i>however</i>.</p>	<p>Writes a variety of properly structured sentences and deliberately changes word order, length, and/or type to emphasise meaning and/or affect the reader.</p> <p>Consistently writes in the past tense throughout the text and change tenses when appropriate (e.g., dialogue).</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 attempt 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 (e.g., <i>The green dragon blew hot fire</i>).</p> <p>Usually with support, uses some simple action verbs (e.g., <i>saw, went</i>).</p> <p>Usually with support, uses simple vocabulary and repeats key words.</p>	<p>Uses a variety of basic adjectives (e.g., <i>The pretty princess had long, red hair</i>).</p> <p>Uses a variety of action verbs (e.g., <i>played, watched, used</i>).</p> <p>Makes some adventurous word choices.</p>	<p>A variety of strong adjectives are used throughout the text (e.g., <i>daunting, dim, shadowy, chilling</i>).</p> <p>Attempts to use a variety of interesting action verbs and adverbs (e.g., <i>The dragon quickly whipped around</i>).</p> <p>Attempts to make powerful word choices that energise the writing (e.g., <i>The car sped away leaving a trail of dust</i> instead of <i>The car went fast</i>).</p>	<p>Throughout the text, uses descriptive and figurative language (e.g., similes) to "show" rather than "tell" the reader (e.g., <i>His face was red like a tomato and smoke blew out of his nose</i>).</p> <p>Uses a broad range of interesting action verbs and adverbs 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>Throughout the text, uses descriptive and figurative language to create strong, fresh, and vivid images that allow the reader to visualise.</p> <p>Confidently uses a broad range of interesting action verbs and adverbs throughout the text to describe meaning, mood, or emotion.</p> <p>Demonstrates a wide vocabulary when making powerful word choices that energise 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 simple 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 of the text type (e.g., an illustration or picture related to the story).</p>	<p>Includes presentation features that attempt to enrich the text (e.g., illustrations, pictures, changes in font type or size, etc.)</p>	<p>Includes presentation features that enrich the text (e.g., illustrations, pictures, changes in font type or size, etc.).</p>	<p>Includes presentation features that achieve a particular effect and/or enhance understanding (e.g., illustrations, pictures, changes in front type or size, etc.)</p>

