Shell Cove Public School
Stage Two - Narrative Writing Rubric

Name:

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Audience	Contains some simple written content.	Writer attempts to engage the reader by showing basic awareness of audience expectations.	A consistent text that attempts to support the reader and contains sufficient information for the reader to follow the text fairly easily.	Supports and engages the reader through deliberate language choices	Caters to the anticipated values and expectations of the reader influences or affects the reader through precise and sustained choice of language devices.
Text Structure	No evidence of any structural components of an imaginative text.	Minimal evidence of structure in narrative texts. May be missing components (beginning, middle, conclusion).	Provides a beginning: orientation/ introduction. Provides complication/body. Attempts resolution and conclusion, but it may be contrived or weak.	Contains introduction/orientation, body/complication, resolution and conclusion.	Coherent, controlled and complete narrative which employs effective plot devices in an appropriate structure, and including an effective ending.
Ideas	Less than 2 simple ideas that appear unrelated.	2 or more related ideas that may not be elaborated or very predictable.	At least 3-4 ideas. Ideas show some development or elaboration. All ideas relate coherently to a central topic.	Ideas are substantial and elaborated and effectively contribute to a central topic. The text contains a suggestion of an underlying theme.	Ideas are generated, selected and crafted to explore a recognisable theme. Ideas are skillfully used throughout the entirety of the text.
Character and Setting	No evidence or insufficient evidence.	Only names characters or gives their roles (e.g. father, the teacher, my friend) AND/OR Only names the setting (e.g. school). Setting is vague or confused.	Suggestion of characterisation through brief descriptions or speech or feelings, but lacks substance or continuity AND/OR Suggestion of setting through very brief and superficial descriptions of place and/or time.	Characterisation emerges through descriptions, actions, speech or the attribution of thoughts and feelings to a character AND/OR Setting emerges through description of place, time and atmosphere.	Effective characterisation. Details are selected to create distinct characters AND/OR Maintains a sense of setting throughout. Details are selected to create a sense of place and atmosphere.
Vocabulary	Very short script. Less than 2 precise words.	Mostly simple verbs, adverbs, adjectives or nouns. Includes two or three precise words.	Mixture of simple and precise words or word groups (may be verbs, adjectives, adverbs or nouns).	Consistent use of technical or precise words and phrases that enhance meaning or mood. There are some examples where the language choice is not matched to the genre. Experimenting with new vocabulary although it may not match the genre.	A range of precise and effective words including literary devices and phrases used in a natural and articulate manner. Language choice is well-matched to the genre. Controlled use of vocabulary.

Cohesion	Uses limited script. No links. May be difficult to decipher.	Short script. Some links and/or referring words attempted but often incorrect. Requires some re-reading.	Uses common referring words (this, that, then, these, those, there, is, are) to continue fluency in text. May require some re-reading.	Accurate use of common referring words that contribute to good text flow. Meaning is consistently clear.	Accurate use of cohesive devices that contribute to good text flow. Uses more complex referring words (which, who, what, whose, whom, suddenly) to enhance reading.
Paragraphing	Script is a block of text. Random breaks may be included for no reason.	A beginning sense of paragraphing is evident. Ideas are not effectively organised or could have multiple ideas for each paragraph.	Writing is organised into paragraphs that are mainly focused on a single idea.	Writing is organised into paragraphs that are mainly focused on a single elaborated idea.	Writing is organised into paragraphs that are mainly focused on a single elaborated idea or set of like ideas, as well as indicating changes in time/scene.
Sentence Structure	Some correct formation of sentences. Meaning can be construed. Confusing use of tense.	Simple and compound sentences are mostly correct (80%). Meaning is predominantly clear. Some consistent use of tense is demonstrated.	Most simple and compound sentences are correct. Experiments with complex sentences with at least 2 correct. Meaning is clear. Noun-verb agreement is correct. Experimenting with show not tell descriptions.	All simple and compound sentences are correct. Most complex sentences are correct and there are 2 different types. Meaning is clear. Noun-verb agreement is always consistent. Show not tell descriptions are included.	All sentences are correct. Demonstrates variety in length, structure and beginnings. Meaning is clear and sentences enhance meaning. Show not tell descriptions are included.
Punctuation	Punctuation is minimal and of little assistance to the reader. No evidence of sentence punctuation. Some correct use of capital letters or full stops.	Provides some markers to assist reading. Some accurately punctuated sentences (beginning and end). Some noun capitalisation where applicable.	Provides adequate markers to assist reading. Sentences 80% correct with three other different punctuation correct (one time) OR Accurate sentence punctuation with no stray capitals and nothing else used. Sentence punctuation within speech may not be accurate.	Provides accurate markers to enable smooth and efficient reading. All sentence punctuation correct. Mostly correct use of other punctuation (at least 5 different types - one time) Sentence punctuation in speech is accurate.	Provides precise markers to pace and control reading of the text. Writing contains accurate use of all applicable punctuation including higher level punctuation (colons, semi-colons, brackets, ellipsis - at least 2). Speech structure includes new speaker, new line.
Spelling	Cannot yet spell high frequency and grade appropriate words independently.	Attempts most high frequency words and grade appropriate words with invented spelling.	Spells most high frequency words correctly (at least 20 common words).	Spells all high frequency words grade appropriate words correctly. Some difficult words (5).	Spell all high frequency and grade appropriate words correctly as well as other more challenging words (10).
Handwriting	NSW Foundation Style writing is not evident. Most words are difficult to read.	NSW Foundation Style writing is attempted but size, slope and spacing is inconsistent.	NSW Foundation Style writing is used consistently with correct size, slope and spacing.	NSW Foundation Style cursive writing is more evident, exploring joins to assist in the improvement of fluency and legibility.	NSW Foundation Style cursive writing is evident, using joins that facilitate fluency and legibility.