

NARRATIVE Assessment Rubric- FOUNDATION		B	C	E
Ideas: The story's main message and supporting details.				
1. Finding a topic: Chooses a clear, simple and/or familiar idea for their story.				
2. Focusing the topic: Attempts to stick to one main idea or event throughout the piece.				
3. Developing the topic: Elaborates on the main event or adds character emotions. (e.g., ' <i>She went on the ride. It was scary.</i> ')				
4. Adding details: Adds simple descriptive details to help create a picture in the reader's mind (e.g., ' <i>The dog was big and red.</i> ').				
Organisation: The overall structure of the piece.				
1. Creating a lead: Includes a basic beginning that introduces a character (e.g., ' <i>This is Max. He is a cat.</i> ').				
2. Structuring the body: Includes a simple beginning and an ending to the story, showing awareness that stories have a start and finish.				
3. Using cohesive devices: Sequences story events in a logical way so the reader can follow the storyline.				
4. Ending with a sense of resolution: Finishes with a simple ending that completes the story (e.g., ' <i>Then she went home.</i> ').				
Voice: The personal stamp of the writer.				
1. Using an appropriate tone: Uses a tone that fits the story (e.g., shows excitement, happiness).				
2. Writing with a clear purpose: Attempts to entertain the reader.				
3. Considering the audience: Shows awareness of their chosen audience.				
4. Adding a personal stamp: Chooses characters or situations that reflect their interests, experiences or imagination.				
Word Choice: The vocabulary used to tell the story and engage the reader.				
1. Using strong verbs: Uses everyday verbs (e.g., <i>run, jump, ate</i>) and may attempt more interesting ones to add variety.				
2. Using pronouns to create cohesion: Experiments with using personal pronouns (e.g., ' <i>he</i> ' and ' <i>she</i> ') instead of repeating names.				
3. Expanding noun groups: Writes simple noun groups with a determiner and noun (e.g., ' <i>the dog</i> '). May add a single adjective (e.g., ' <i>the big dog</i> ') to name and give a basic description.				
4. Using a wide vocabulary: Stretches to include new vocabulary (e.g., <i>giant, sparkly</i>) even if spelling is uncertain.				
Sentence Fluency: The structure and flow of sentence-level writing.				
1. Writing well-structured sentences: Writes short, complete sentences that make sense on their own (not fragments).				
2. Varying sentence beginnings: Begins most sentences the same way but may attempt some variety.				
3. Varying sentences: Uses mostly simple sentences. May begin to join ideas with ' <i>and</i> '.				
4. Creating smooth and rhythmic flow: Creates sentences that are mostly easy to read aloud. Some parts may be repetitive or choppy.				
Conventions: The mechanical correctness of the piece.				
1. Spelling conventionally: Uses phonics knowledge to spell CVC words. Spells some high frequency words correctly.				
2. Punctuating accurately: Uses capital letters and full stops (although may not use them consistently).				
3. Applying grammar: Writes sentences with mostly correct word order (e.g., subject before verb, adjective before noun).				
4. Applying handwriting skills: Writes most letters using clear and correct form. Attempts spacing between words. Uses upper and lowercase letters with growing consistency.				

NARRATIVE Assessment Rubric- LEVEL 1		B	C	E
Ideas: The story's main message and supporting details.				
1. Finding a topic: Selects a clear and familiar topic for their story, often drawing from personal experience or classroom themes.				
2. Focusing the topic: Maintains a single idea or story focus throughout the piece.				
3. Developing the topic: Expands the main event by including character actions, reactions, or feelings (e.g., 'He got stuck in the mud and yelled for help.').				
4. Adding details: Adds simple descriptive details to characters, setting or actions (e.g., 'The red dragon had sharp claws.').				
Organisation: The overall structure of the piece.				
1. Creating a lead: Begins the story by introducing a character and/or setting (e.g., 'Maisie and her dog were at the park.').				
2. Structuring the body: Includes a beginning (orientation), middle (problem/complication) and ending (resolution). Each section includes at least one sentence.				
3. Using cohesive devices: Sequences events logically using simple time connectives (e.g., <i>then, next, after</i>) to help the story flow.				
4. Ending with a sense of resolution: Includes a clear resolution that solves the problem/complication (e.g., 'Then Mum came and pulled him out.').				
Voice: The personal stamp of the writer.				
1. Using an appropriate tone: Uses a tone that fits the story (e.g., shows excitement or worry).				
2. Writing with a clear purpose: Attempts to entertain the reader through action, surprise, or humour.				
3. Considering the audience: Includes elements to engage a reader (e.g., fun, suspense, repetition).				
4. Adding a personal stamp: Adds a personal voice through creative choices that make the story recognisably their own.				
Word Choice: The vocabulary used to tell the story and engage the reader.				
1. Using strong verbs: Uses everyday verbs and may include some vivid ones (e.g., <i>shouted, splashed</i>) to bring actions to life in the story.				
2. Using pronouns to create cohesion: Uses pronouns such as 'he', 'she', 'they' to avoid repetition.				
3. Expanding noun groups: Expands noun groups with more than one adjective (e.g., 'the big brown dog') to describe characters, objects or places in more detail.				
4. Using a wide vocabulary: Includes some varied and descriptive words to add detail and interest (e.g., <i>scary, tiny, forest</i>). May experiment with words learned through reading and discussion.				
Sentence Fluency: The structure and flow of sentence-level writing.				
1. Writing well-structured sentences: Writes complete simple sentences consistently. Avoids fragments and run-ons.				
2. Varying sentence beginnings: Avoids unconscious repetition in sentence beginnings.				
3. Varying sentences: Uses mostly simple sentences with some attempt at adding variety in type and style (e.g. statements, questions, exclamations).				
4. Creating smooth and rhythmic flow: Creates sentences that flow well and are easy to read aloud. Some repetition may exist.				
Conventions: The mechanical correctness of the piece.				
1. Spelling conventionally: Uses phonics knowledge to spell words. Spells taught high-frequency words correctly.				
2. Punctuating accurately: Uses capital letters and full stops more consistently. May include question or exclamation marks.				
3. Applying grammar: Writes sentences that make sense and show correct word order (e.g., subject before verb, adjective before noun).				
4. Applying handwriting skills: Uses handwriting that is mostly legible with appropriate spacing. Upper and lowercase letters are used correctly most of the time.				

NARRATIVE Assessment Rubric- LEVEL 2		B	C	E
Ideas: The story's main message and supporting details.				
1. Finding a topic: Chooses a clear and interesting idea for a story.				
2. Focusing the topic: Maintains a clear focus on the main idea, event, or storyline throughout.				
3. Developing the topic: Expands the storyline with character actions, reactions, thoughts or feelings (e.g., <i>'The puppy was lost. She felt scared and cold.'</i>).				
4. Adding details: Adds specific and relevant details to characters, setting and events that help build a clear mental image for the reader.				
Organisation: The overall structure of the piece.				
1. Creating a lead: Introduces the main character and/or setting in an interesting way. Leads the reader into the story naturally or thoughtfully.				
2. Structuring the body: Includes a clear beginning (orientation), middle (problem/complication) and ending (resolution), with relevant events in between.				
3. Using cohesive devices: Sequences ideas clearly using time connectives (e.g., <i>'after that'</i> , <i>'suddenly'</i>) and simple conjunctions (e.g., <i>'and'</i> , <i>'but'</i> , <i>'so'</i>) to link short events and actions.				
4. Ending with a sense of resolution: Concludes the story with an ending that matches and resolves the main complication or problem.				
Voice: The personal stamp of the writer.				
1. Using an appropriate tone: Uses a tone that fits the events and mood of the story (e.g., excitement, tension, joy).				
2. Writing with a clear purpose: Writes with the intention to entertain or engage the reader.				
3. Considering the audience: Attempts to hold the reader's interest by including emotions or humour.				
4. Adding a personal Stamp: Shows individuality through creative ideas or phrasing that make the story recognisably their own.				
Word Choice: The vocabulary used to tell the story and engage the reader.				
1. Using strong verbs: Selects action verbs that match the pace or mood of the story (e.g., <i>raced</i> , <i>stomped</i> , <i>whispered</i>).				
2. Using pronouns to create cohesion: Uses personal and possessive pronouns (e.g., <i>he</i> , <i>she</i> , <i>it</i> , <i>they</i> , <i>his</i> , <i>their</i>) consistently to avoid repetition and link sentences together.				
3. Expanding noun groups: Expands noun groups with two or more adjectives to create vivid images of characters and/or settings (e.g., <i>'the cranky old man'</i> , <i>'one cold rainy night'</i>).				
4. Using a wide vocabulary: Attempts to use rich, descriptive vocabulary that is suited to the story's topic or setting (e.g., <i>spooky</i> , <i>dragon</i> , <i>castle</i>).				
Sentence Fluency: The structure and flow of sentence-level writing.				
1. Writing well-structured sentences: Writes accurate simple and compound sentences that make sense on their own, using joining words such as <i>'and'</i> , <i>'but'</i> , <i>'so'</i> .				
2. Varying sentence beginnings: Starts sentences in different ways to avoid repetition (e.g., <i>'After lunch...'</i> , <i>'Just then...'</i> , <i>'In the dark...'</i>).				
3. Varying sentences: Uses a mix of simple and compound sentences.				
4. Creating smooth and rhythmic flow: Creates sentences that flow well and are easy to read aloud. Some repetition may exist.				
Conventions: The mechanical correctness of the piece.				
1. Spelling conventionally: Uses knowledge of phonics and morphology to spell unfamiliar words. Spells taught high-frequency words correctly.				
2. Punctuating accurately: Uses full stops and capital letters consistently. Uses question and exclamation marks appropriately. Experiments with using commas in lists.				
3. Applying grammar: Shows growing control of grammar by writing sentences that make sense, stay in one tense, and show subject-verb agreement.				
4. Applying handwriting skills: Writes legibly using consistent size and spacing. Forms all letters correctly and uses line guides appropriately.				

NARRATIVE Assessment Rubric- LEVEL 3		B	C	E
Ideas: The story's main message and supporting details.				
1. Finding a topic: Develops a clear and engaging main idea that drives the narrative.				
2. Focusing the topic: Narrows the topic to be tight and manageable. Maintains a clear storyline throughout the piece without drifting from the main idea.				
3. Developing the topic: Develops the complication or main event through character actions, reactions, thoughts or emotions.				
4. Adding details: Includes descriptive details to show what characters see, feel or do. Reveals character motivations through actions and reactions. (e.g., ' <i>He was lonely, so he decided to visit the library.</i> ').				
Organisation: The overall structure of the piece.				
1. Creating a lead: Opens with a sentence or paragraph that introduces the character or setting in an interesting way. Uses first paragraph for the orientation.				
2. Structuring the body: Follows a logical narrative structure with an orientation, complication, key events, and resolution that connect clearly. Attempts to control pacing by expanding important moments with actions, thoughts, dialogue or description.				
3. Using cohesive devices: Uses a range of adverbials of time (e.g., ' <i>just then</i> ', ' <i>a moment later</i> ', ' <i>yesterday</i> ') and conjunctions (e.g., <i>and</i> , <i>but</i> , <i>so</i>) to link events and maintain a logical flow through the story.				
4. Ending with a sense of resolution: Concludes the story in a way that resolves the problem and leaves the reader with a sense of closure.				
Voice: The personal stamp of the writer.				
1. Using an appropriate tone: Chooses language and ideas that reflect the mood of the story (e.g., danger, humour, joy).				
2. Writing with a clear purpose: Uses creative or playful ideas to entertain, engage or inform the reader.				
3. Considering the audience: Demonstrates awareness of the audience through the inclusion of emotion, humour and/or action.				
4. Adding a personal stamp: Expresses ideas in new ways, making the piece interesting and original.				
Word Choice: The vocabulary used to tell the story and engage the reader.				
1. Using strong verbs: Uses a wide range of verbs (including doing, saying, sensing, and relating verbs) to show actions, dialogue, thoughts, and feelings in the story.				
2. Choosing creative words and phrases: Chooses descriptive words and experiments with creative phrasing to add colour and interest to the story.				
3. Expanding noun groups: Expands noun groups with two or more adjectives or adds simple prepositional phrases (e.g., ' <i>the enormous, growling dog with the sharp teeth</i> ') to paint a clearer picture.				
4. Using a wide vocabulary: Chooses precise words to show action, characters, or setting. May include vocabulary learned in class.				
Sentence Fluency: The structure and flow of sentence-level writing.				
1. Writing well-structured sentences: Writes complete, correctly structured simple and compound sentences. Avoids run-ons.				
2. Varying sentences: Varies sentence beginnings and lengths. Uses a range of simple and compound sentences for variety.				
3. Capturing a smooth and rhythmic flow: Connects ideas clearly, so the story reads smoothly aloud. Avoids excessive repetition.				
4. Breaking the 'rules' to create fluency: May use sentence fragments and/or dramatic punctuation for effect.				
Conventions: The mechanical correctness of the piece.				
1. Spelling conventionally: Uses knowledge of phonics and morphology to attempt unfamiliar words. Spells high-frequency words correctly.				
2. Punctuating accurately: Uses boundary punctuation, capital letters and commas appropriately. Uses apostrophes to show contractions and possession.				
3. Applying grammar: Maintains consistent verb tense. Matches singular subjects with singular verbs and plural subjects with plural verbs (e.g., ' <i>The dog runs</i> ' / ' <i>The dogs run</i> '). Uses pronouns correctly.				
4. Paragraphing appropriately: Writes in paragraphs. Separates orientation, complication, events and resolution into distinct sections.				

NARRATIVE Assessment Rubric- LEVEL 4		B	C	E
Ideas: The story's main message and supporting details.				
1. Finding a topic: Develops a clear and imaginative main idea that engages the reader.				
2. Focusing the topic: Maintains a tight and manageable focus. Keeps the storyline consistent and avoids unnecessary tangents.				
3. Developing the topic: Expands on the complication or key event through detailed character actions, dialogue, emotional responses or inner thoughts.				
4. Adding details: Uses descriptive details to 'show' what characters see, feel, do and want. Reveals character motivations and intentions (e.g., "He was determined to win, no matter what it took").				
Organisation: The overall structure of the piece.				
1. Creating a lead: Begins with an engaging orientation that introduces the main character, setting and situation. Creates interest and sets the tone.				
2. Structuring the body: Includes a clear orientation, complication, series of events, and resolution. Controls pacing by slowing down key moments and moving more quickly through less important events.				
3. Using cohesive devices: Uses a range of cohesive devices to connect ideas, including time adverbials (e.g., 'finally', 'after a while'), pronouns (e.g., 'she', 'they'), and determiners (e.g., 'this', 'those') to refer back to earlier parts of the story.				
4. Ending with a sense of resolution: Concludes the story in a satisfying way that connects back to the complication. Offers closure or a thoughtful ending.				
Voice: The personal stamp of the writer.				
1. Using an appropriate tone: Chooses language that reflects the mood of the story and events.				
2. Writing with a clear purpose: Demonstrates a clear intention to entertain or engage through imaginative ideas, humour, suspense, or reflection.				
3. Considering the audience: Includes emotional or sensory moments that make the reader feel connected to the characters or events.				
4. Adding a personal stamp: Uses original phrasing, surprising twists or expressive language that make the piece memorable.				
Word Choice: The vocabulary used to tell the story and engage the reader.				
1. Using strong verbs: Uses powerful and specific verbs to express action and emotion clearly (e.g., <i>lunged, trembled</i>).				
2. Choosing creative words and phrases: Experiments with synonyms, antonyms, and playful language choices to create interest and enhance meaning.				
3. Expanding noun groups: Expands noun groups with different details (e.g., adjectives + <u>prepositional phrase</u> : 'the soggy, mud-streaked backpack with a broken zip').				
4. Using a wide vocabulary: Uses more precise and expressive words. Includes vocabulary learned in class to make descriptions clearer and more interesting.				
Sentence Fluency: The structure and flow of sentence-level writing.				
1. Writing well-structured sentences: Constructs simple, compound and complex sentences with mostly correct grammar and punctuation.				
2. Varying sentences: Uses a mix of simple, compound and complex sentences. Varies beginnings and lengths (e.g., time/place/-ing openers) to shape pacing.				
3. Capturing a smooth and rhythmic flow: Creates smooth transitions between ideas and ensures the piece reads aloud with fluency.				
4. Breaking the 'rules' to create fluency: Intentionally uses fragments, single words, repetition, or stylistic punctuation for dramatic or narrative effect.				
Conventions: The mechanical correctness of the piece.				
1. Spelling conventionally: Attempts unfamiliar words using knowledge of phonics, spelling patterns, morphology and word origin. Spells most high-frequency words and homophones correctly.				
2. Punctuating accurately: Uses boundary punctuation, capital letters, commas and apostrophes appropriately. Uses quotation marks to punctuate direct speech correctly.				
3. Applying grammar: Uses correct tense and subject-verb agreement across sentences. Applies pronouns accurately to maintain cohesion and shows control of basic sentence grammar.				
4. Paragraphing appropriately: Separates each story element into its own paragraph. Uses multiple paragraphs for the series of events.				

NARRATIVE Assessment Rubric- LEVEL 5		B	C	E
Ideas: The story's main message and supporting details.				
1. Finding a topic: Develops an imaginative or original idea with strong narrative potential. Engages the reader through an interesting premise or situation.				
2. Focusing the topic: Maintains a tight and purposeful storyline. Avoids unnecessary tangents or loosely connected ideas.				
3. Developing the topic: Develops the complication with depth through actions, dialogue, character thoughts or inner conflict. May include secondary characters or sub-events.				
4. Adding details: Uses descriptive details to reveal character traits, motivations, and relationships. Adds depth through what characters see, feel, do, and think.				
Organisation: The overall structure of the piece.				
1. Creating a lead: Begins with an engaging orientation. Sets the scene, introduces characters and context smoothly, and hints at upcoming complications.				
2. Structuring the body: Includes a clear orientation, complication, series of events, and resolution. Deliberately controls pacing to build tension, emotion or suspense by expanding, compressing or sequencing events strategically.				
3. Using cohesive devices: Uses a variety of connectives (e.g., 'although', 'in contrast') and cohesive devices (e.g., pronouns and reference words) to link events, guide the reader, and build suspense.				
4. Ending with a sense of resolution: Brings the narrative to a satisfying resolution that connects back to the complication. May include a reflection, twist or message.				
Voice: The personal stamp of the writer.				
1. Using an appropriate tone: Selects a tone that fits the events and emotional arc of the story (e.g., suspense, humour, reflection, triumph).				
2. Writing with a clear purpose: Writes with intent to entertain or provoke thought. Uses imaginative ideas or carefully crafted moments to draw in the reader.				
3. Considering the audience: Engages the reader through thoughtful word choice, well-paced action, emotion or humour.				
4. Adding a personal stamp: Demonstrates individuality through creative language, character perspective, or surprising story elements.				
Word Choice: The vocabulary used to tell the story and engage the reader.				
1. Using strong verbs: Selects vivid verbs to communicate precise action or feeling. Verbs match the tone and pace of the story.				
2. Choosing creative words and phrases: Uses expressive language to enhance description and meaning. Experiments with figurative devices such as similes, metaphors, or personification.				
3. Expanding noun groups: Creates detailed noun groups (e.g., 'a weathered notebook with frayed corners') and describes characters/settings precisely.				
4. Using a wide vocabulary: Selects rich words (nouns, verbs, adverbs, and adjectives) to describe actions and settings accurately.				
Sentence Fluency: The structure and flow of sentence-level writing.				
1. Writing well-structured sentences: Constructs accurate simple, compound and complex sentences. Controls sentence boundaries and internal punctuation.				
2. Varying sentences: Crafts variety for effect: short sentences for tension, longer for description. Uses subordination (e.g., <i>although</i> , <i>while</i> , <i>unless</i>) to show precise relationships.				
3. Capturing a smooth and rhythmic flow: Ensures ideas are clearly connected and the piece flows smoothly when read aloud.				
4. Breaking the 'rules' to create fluency: Uses sentence fragments, repetition, dialogue formatting, or dramatic punctuation to add emphasis or voice.				
Conventions: The mechanical correctness of the piece.				
1. Spelling conventionally: Attempts unfamiliar words using knowledge of spelling patterns, morphology, word origins and spelling rules. Spells high-frequency words correctly.				
2. Punctuating accurately: Uses full stops, capital letters, commas and apostrophes correctly. Uses quotation marks to punctuate direct speech over multiple sentences.				
3. Applying grammar: Uses complex sentences accurately to show relationships between ideas (e.g., cause, contrast, time). Maintains consistent tense and agreement across clauses.				
4. Paragraphing appropriately: Uses paragraphing to group and organise ideas. Each paragraph builds on the previous one and reflects a shift in time, focus, or action.				

NARRATIVE Assessment Rubric- LEVEL 6		B	C	E
Ideas: The story's main message and supporting details.				
1. Finding a topic: Creates a sophisticated or thought-provoking idea with clear narrative potential. Captures reader interest from the outset.				
2. Focusing the topic: Sustains a focused, well-controlled storyline that builds logically and meaningfully from beginning to end.				
3. Developing the topic: Explores the complication through layers of character behaviour, emotional depth, dialogue, and narrative tension.				
4. Adding details: Incorporates meaningful details that show character motivations, thoughts, and relationships. Reveals nuance through what characters observe, feel and do.				
Organisation: The overall structure of the piece.				
1. Creating a lead: Opens with a strong orientation that establishes character, setting, and/or mood. May hint at underlying conflict or tension.				
2. Structuring the body: Organises the story into clearly sequenced, well-developed sections. Controls pacing deliberately, slowing or expanding key events or character decisions to enhance impact.				
3. Using cohesive devices: Uses a wide range of cohesive devices, including repetition, synonyms and connectives, to link ideas and create a smooth narrative flow.				
4. Ending with a sense of resolution: Concludes with a resolution that reflects on the complication and leaves the reader with a lasting impression or insight.				
Voice: The personal stamp of the writer.				
1. Using an appropriate tone: Sustains a consistent tone that enhances the story's purpose and emotional impact (e.g., reflective, humorous, suspenseful).				
2. Writing with a clear purpose: Communicates a clear intent to entertain, move, or provoke thought. Develops themes or ideas with maturity.				
3. Considering audience: Engages the reader by shaping language and events for maximum impact.				
4. Adding a personal stamp: Reveals author voice through unique phrasing, perspective, or use of surprise and emotion.				
Word Choice: The vocabulary used to tell the story and engage the reader.				
1. Using strong verbs: Chooses precise verbs to heighten tone, mood, or figurative effect (e.g., <i>'she trembled in fear', 'the wind battered the windows'</i>).				
2. Choosing creative words and phrases: Uses expressive language and a range of figurative devices (e.g., similes, metaphors, personification, idioms, hyperbole, imagery) to enhance meaning and impact.				
3. Expanding noun groups: Uses expanded noun groups with several types of detail (e.g., adjectives + prep. phrase + relative clause: <i>'the ancient oak tree with twisting branches that loomed over the path'</i>).				
4. Using a wide vocabulary: Uses precise, vivid vocabulary across word classes (verbs, adverbs, nouns, adjectives) to enhance meaning and impact.				
Sentence Fluency: The structure and flow of sentence-level writing.				
1. Writing well-structured sentences: Constructs accurate sentences with complex clauses; maintains clarity and control throughout.				
2. Varying sentences: Uses varied sentence structures and beginnings to enhance flow and rhythm. Purposefully embeds or front-positions clauses/phrases for effect.				
3. Capturing a smooth and rhythmic flow: Links ideas smoothly. Uses sentence rhythm and pacing deliberately to control suspense, tension and tone.				
4. Breaking the 'rules' to create fluency: Uses fragments, single-word sentences or unconventional phrasing to build character voice or emphasise key moments.				
Conventions: The mechanical correctness of the piece.				
1. Spelling conventionally: Demonstrates confidence in using a range of strategies and knowledge (morphology, word origins, spelling rules, etc.) to spell words.				
2. Punctuating accurately: Uses a range of punctuation (e.g., boundary punctuation, commas, apostrophes, speech marks, ellipses, dashes) for clarity and effect.				
3. Applying grammar: Maintains appropriate tense. Controls complex grammar, including clauses, agreement, pronouns, and prepositions.				
4. Paragraphing appropriately: Organises writing into paragraphs that clearly reflect shifts in time, event or focus. Sequences and links paragraphs for coherence.				