

Writing Assessment: Narrative

Student:

Date:

Element	E (0)	D (1)	C (2)	B (3)	A (4)
Text Type Features					
Orientation	No orientation attempted AND / OR very basic attempt	Student attempts to set the scene but may lack depth.	Student 'alerts' the reader of what is to follow (possibly main character/s, setting etc).	Student provides a strong orientation, that previews what is to come.	<p>Entire narrative is coherent, controlled and complete.</p> <p>Use of effective plot devices, appropriate structure overall and very effective ending.</p> <p>(12 marks)</p>
Complication	Sequence of events unchanged (no or very little complication).	Sequence of events is unclear or is not sufficiently changed. AND / OR Characters do not respond sufficiently to assist the reader to understand what is happening.	Sequence of events is disrupted or changed in some way. Events are evaluated by character/s, making clear to reader that a crisis has developed.	Sequence of events is altered and evaluated by characters in a way that engages the reader.	
Resolution	No attempt at resolution.	Resolution is weak, 'tacked on'. E.g. "They lived happily ever after."	The problems of the complication are resolved or attempted to be. Pattern of normalcy restored to the events but main character/s has changed because of these events.	Resolution may resolve one complication and lead into a new complication or layer a new complication onto an existing one, instead of conclude.	
Language Features					
Paragraphing and cohesion	Text is not in paragraphs. AND /OR Very weak / little use of connectives, referring words, substitutions, word associations etc.	Text is segmented into paragraphs but not in any logical format. AND / OR Connectives, referring words etc are attempted but weak.	Text is segmented into paragraphs that assist the reader. Use of referring words, substitutions, word associations and text connectives to control multiple threads & relationships over the whole text.	Paragraphs include a range of cohesive devices to enhance meaning AND / OR Sustained use of precise words and phrases to enhance mood.	Highly articulate use of effective words to enhance meaning. AND / OR Text is highly cohesive.
Sentence structure and punctuation	Student has expressed limited meaning through poor sentence structure. Few examples of correct punctuation.	Student uses only simple and some compound sentences. Most sentences lack correct punctuation.	Student uses compound sentences and attempts complex sentences. Reader is assisted by sound punctuation for stage level.	Student uses correct sentence structure, in a way that is clear and enhances meaning. All sentence punctuation is correct.	Student uses highly developed sentences that express precise meaning. All applicable punctuation is correct.
Spelling and vocabulary	Student has very few words spelt correctly and vocabulary is limited.	Student spells a majority of common words correctly. Vocabulary is basic.	Student makes very few spelling mistakes and demonstrates sound vocabulary for stage level.	Student uses difficult words throughout their text and spells most of these correctly. Consistent use of wide vocabulary.	Student uses very difficult and challenging words throughout their text and spell all correctly. Vocabulary is broad and highly articulate.
E = 0+, D = 6+, C = 11.5+, B = 16+, A = 24					