

# Writing to Entertain – Narrative Rubric

The NZC English learning area focusses on three purposes for writing. SMART assesses these three purposes using marking rubrics aligned to the writing strand. SMART reports will translate rubric scores into progress descriptors.

## RUBRIC CRITERIA

RUBRIC SCORES

	Audience and Purpose	Content Development/ Elaboration	Structure	Language Use, Choice, and Style	Writing Conventions, Grammar, Punctuation and Spelling
	How well the narrative guides the reader through real or imagined experiences, establishes the setting and reveals the characters' thoughts and feelings, demonstrates understanding of audience and purpose, and completes the task.	How well the narrative develops real or imagined experiences/events; integrates narrative elements, such as character, setting, problem/purpose, plan, action and resolution; and uses narrative techniques (e.g., dialogue, description, narration, and/or reflection).	How well the narrative demonstrates a cohesive structure, conveys a clear sequence of events that leads to a resolution or conclusion, and shows how different parts of the narrative connect by using transitional/linking words or phrases.	How well the narrative establishes and maintains a style and tone appropriate to the audience, demonstrates effective control of language, uses precise, descriptive words and sensory and figurative language, and uses varied sentence structure.	How well the narrative demonstrates control of writing conventions, grammar, punctuation, and spelling.
6	<b>Demonstrates an insightful, in-depth understanding of the task, purpose, and audience.</b> Expertly establishes a setting and reveals characters' thoughts and feelings. Thoroughly engages readers by constructing a rich narrative that focuses on one or several themes and/or central ideas. Completes all parts of the narrative and may go beyond the limits of the task.	<b>Expertly develops real or imagined experiences.</b> Creates a vivid picture for readers by using a variety of narrative elements, techniques, and descriptive details.	<b>Demonstrates use of a cohesive and unified structure by seamlessly connecting the events in a specific sequence, leading to a resolution or conclusion.</b> Uses transitional/linking words or phrases that clarify relationships between elements in the narrative. Creates very effective paragraphs.	<b>Demonstrates highly effective style and tone, precise control of language, and an exceptional awareness of audience.</b> Integrates vivid words and sensory and figurative language that clearly advance the overall style, tone, and purpose of the narrative. Consistently uses well-structured and varied sentences.	<b>Highly effective level of accuracy:</b> contains few or no errors in grammar, writing conventions, punctuation, and spelling.
5	<b>Demonstrates a clear understanding of the task, purpose, and audience.</b> Effectively establishes a setting and reveals characters' thoughts and feelings. Engages readers by constructing a narrative that focuses on one or several themes and/or central ideas. Narrative is fully complete.	<b>Fully develops real or imagined experiences.</b> Creates a detailed picture for readers by using a variety of narrative elements, techniques, and descriptive details.	<b>Demonstrates use of a mostly unified structure by smoothly connecting the events in a specific sequence, leading to a resolution or conclusion.</b> Uses transitional/linking words or phrases that clarify relationships between elements in the narrative. Creates effective paragraphs.	<b>Demonstrates effective style and tone, consistent control of language, and a clear awareness of audience.</b> Integrates well-chosen words, sensory and figurative language that clearly advance overall style, tone, and purpose of the narrative. Mostly uses well-structured and varied sentences.	<b>Effective level of accuracy:</b> contains a few minor errors in grammar, writing conventions, punctuation, and spelling that do not interfere with the communication of the message.
4	<b>Demonstrates a competent understanding of the task, purpose, and audience.</b> Adequately establishes a setting and reveals characters' thoughts and feelings. Begins to engage the reader by constructing a narrative that focuses on one or several themes and/or central ideas. Narrative is mostly complete.	<b>Competently develops real or imagined experiences.</b> Creates a clear picture for readers by using some narrative elements, techniques, and descriptive details.	<b>Demonstrates use of a generally unified structure by sufficiently connecting events in a sequence, leading to a resolution or conclusion.</b> Uses transitional/linking words or phrases that illustrate relationships between elements in the narrative. Uses suitable paragraphs.	<b>Demonstrates appropriate style and tone, suitable control of language, and a general awareness of audience.</b> Uses some descriptive words and sensory and figurative language that support the overall style, tone, and purpose of the narrative. Mostly uses correct sentence structure with some sentence variety.	<b>Competent level of accuracy:</b> contains some errors in grammar, writing conventions, punctuation, and spelling that do not significantly interfere with the communication of the message. Attempts to spell more difficult words.
3	<b>Demonstrates a growing understanding of the task, purpose, and audience.</b> Provides a basic setting and offers simple insights into characters' thoughts and feelings. Constructs a narrative, though it may not be fully complete.	<b>Develops real or imagined experiences.</b> Attempts to use narrative elements, techniques, and descriptive elements to engage the reader, though the picture may not be fully clear.	<b>Demonstrates growing use of an organisational structure that connects events. May lead to a resolution or conclusion.</b> Shows some use of transitional/linking words or phrases. Paragraphing is used and may be inconsistent.	<b>Demonstrates growing awareness of appropriate style and tone, some control of language, and some awareness of audience.</b> Some words and sentence structures may not support the overall style, tone, and purpose of the narrative. May use simple or repetitive sentence structures. May make some errors in sentence structure.	<b>Growing level of accuracy:</b> contains several noticeable errors in grammar, writing conventions, punctuation, and spelling that may interfere with the communication of the message.
2	<b>Demonstrates a basic understanding of narrative writing, purpose, and audience.</b> May provide a setting and reveal characters' thoughts and feelings. Begins to construct a narrative, though it is mostly incomplete.	<b>Partially develops real or imagined experiences.</b> Uses some narrative elements, techniques, and descriptive details. Begins to develop a picture for the reader.	<b>Demonstrates basic understanding of how to use an organisational structure to connect events.</b> Some transitional/linking words or phrases may be used. Attempts to use paragraphing.	<b>Demonstrates basic awareness of style and tone, basic control of language, and some partial awareness of audience.</b> Attempts to use descriptive language and a consistent tone. Relies on simple sentence structures. May have some errors in sentence structure.	<b>Basic level of accuracy:</b> contains a number of frequent errors in grammar, writing conventions, punctuation, and spelling that interfere with the clear communication of the message.
1	<b>May demonstrate a beginning understanding of the task, purpose, and audience.</b> The setting and the characters' thoughts and feelings may be ambiguous or absent. Completes few or no parts of the task.	<b>Begins to develop real or imagined experiences.</b> Narrative elements, techniques, and details are limited or absent.	<b>May begin to connect events and use an organisational structure.</b> Limited or no use of transitional/linking words or phrases or paragraphing.	<b>Demonstrates initial efforts to establish style, tone, or control of language.</b> Often contains confusing or unclear word choice and demonstrates limited awareness of audience. Considerable errors in basic sentence structure.	<b>Beginning level of accuracy:</b> contains substantial errors in grammar, writing conventions, punctuation, and spelling that significantly interfere with communication of the message.

SMART & PATs share a common framework for assessing writing quality and progression which is helpful as schools work to understand and implement the refreshed curriculum. While the rubric is shared, the assessments themselves have different features and affordances.