

NAPLAN NARRATIVE MARKING GUIDELINE

	0	1	2	3	4	5	6
Audience <i>The writer's capacity to orient, engage and affect the reader.</i>	Symbols or drawings which have the intention of conveying meaning.	Contains some simple written content	Shows awareness of basic audience expectations through the use of simple narrative markers.	An internally consistent story that attempts to support the reader by developing a shared understanding of context	Supports the reader understanding. Attempts to engage the reader	Supports & engages the reader through deliberate choice of language and use of narrative devices.	Caters to the anticipated values & expectations of the reader. Influences or affects the reader through precise & sustained choice of language & use of narrative devices.
Text Structure <i>The organisation of narrative features including orientation, complication & resolution into an appropriate & effective text structure.</i>	No evidence of any structural components of a time-sequenced text.	Minimal evidence of narrative structure, e.g. a story beginning only or a middle with no orientation. A recount of events with no complication	Contains a beginning and a complication. Where a resolution is present it is weak, contrived or 'tacked on' (e.g. I woke up, I died, They lived happily ever after).	Contains orientation, complication and resolution (detailed longer text may resolve one complication & lead into a new complication or layer a new complication onto an existing one rather than conclude).	Coherent, controlled & complete narrative with an orientation, complication and resolution, employing effective plot devices in an appropriate structure, and including an adequate ending.		
Ideas <i>The creation, selection & crafting of ideas for a narrative.</i>	No evidence or insufficient evidence. (symbols or drawings).	Ideas are very few and very simple. Ideas appear unrelated.	Ideas are few, not elaborated or very predictable.	Ideas show some development or elaboration. All ideas relate coherently to a central storyline. (Some ideas may contain unnecessary elaboration (waffle)).	Ideas are substantial and elaborated. At least three ideas that effectively contribute to a central storyline. The story contains a suggestion of an underlying theme.	Ideas are generated, selection & crafted to explore a recognisable theme. Ideas are skilfully used in the service of the storyline. There is an overarching theme and message or coda.	
Character & Setting <i>Character: The portrayal & development of character. Setting: The development of a sense of place, time & atmosphere.</i>	No evidence or insufficient evidence (symbols or drawings).	Only names characters or gives their roles (e.g. father, the teacher, my friend, we, Jim) AND/OR only names the setting: (E.g. school, the place we were at). Setting is vague or confused.	Suggestion of characterisation through brief description or speech or feelings, but lacks substance AND/OR Suggestion of setting through very brief & superficial descriptions of place and/or time.	Characterisation emerges through descriptions, actions, speech or the attribution of thoughts & feelings to a character AND/OR setting emerges through description of place, time & 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 <i>The range and precision of language choices.</i>	Symbols or drawings.	Very short script. Few content words.	Mostly simple verbs adverbs, adjectives or nouns. May include two or three precise words. (Single words: quick, big, run, look, red; Simple groups: My big warm bed; bright green lizard; simple figurative language: as big as house).	Precise words or word groups (may be verbs, adverbs, adjectives or nouns). 25+ simple/common words & 4+ difficult/challenging words Single precise words: <i>hissed, yanked, clutched, absolutely, disgusted, exhilarating, rewarded, eventually.</i> Effective similes: <i>in a porthole-like trap; Burning coal shot out like tiny bullets;</i> Metaphor: <i>...lungs screamed for air;</i> Attitudinal: <i>simpered;</i> Evaluative: <i>aggressive, hard done by;</i> Formal: <i>to what do I owe this pleasure;</i> Colloquial lang: <i>Watcha doin?;</i> Alliteration: <i>completely captivating cat called Clarence;</i> Effective Personification: <i>The wind clutched at her hair.</i>	Sustained and consistent use of precise words & phrases that enhance the meaning or mood.	A range of precise and effective words and phrases used in a natural & articulate manner. Language choice is well matched to genre.	
	0	1	2	3	4	5	6

	0	1	2	3	4	5	6
Cohesion <i>The control of multiple threads & relationships over the whole text, achieved through the use of referring words, substitution, word associations and text connectives.</i>	Symbols or drawings.	Links are missing or incorrect. Short script. Often confusing for the reader.	Some correct links between sentences (do not penalise for poor punctuation). Most referring words are accurate. Reader may occasionally need to re-read & provide their own links to clarify meaning. Small selection of simple connective & conjunctions used: <i>then, soon, & but, or, the</i> . Often marked by repetition of nouns or unreferenced pronouns.	Cohesive devices are used correctly to support reader understanding. Accurate use of referring words. Meaning is clear and text flows well in a sustained piece of writing. Other connectives used: later, meanwhile, instead, in the middle of, earlier, because, finally. Word association to avoid repetition: e.g. synonyms, antonyms, word sets.	A range of cohesive devices is used correctly & deliberately to enhance reading. An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text. Consistent use of word associations & substitutions that enhance reading.		
Paragraphing <i>The segmenting of text into paragraphs that assists the reader to negotiate the narrative.</i>	No use of paragraphing or only a beginning sense of paragraphing. * Script is a block of text. * Random breaks * new line for every sentence	Writing is organised into paragraphs that are mainly focused on a single idea or set of like ideas that assist the reader to digest chunks of text. Indicates broad changes in time and scene. Formulaic structures.	All paragraphs are focused on one idea or set of like ideas and enhance the narrative. Deliberately structured to pace & direct the reader's attention. Single sentence may be used as a dramatic or final comment for emphasis.				
Sentence Structure <i>The production of grammatically correct, structurally sound & meaningful sentences.</i>	Drawings, symbols, a list of words, text fragments.	Some correct formation of sentences. Some meaning can be constructed. In general, control is very limited.	Most simple sentences are correct. Meaning is predominantly clear.	Most simple & compound sentences are correct. Some complex sentences are correct. Meaning is predominantly clear. Experiments with complexity but with limited success.	Simple & compound sentences are correct. Most complex sentences are correct. OR All sentences correct but do not demonstrate variety. Meaning is clear.	Sentences correct – no splice commas. Demonstrates variety in length, structure & beginnings. Meaning is clear & sentences enhance meaning.	All sentences are correct. Writing contains a controlled & well-developed variety of sentences that express precise meaning & are consistently effective.
Punctuation <i>The use of correct & appropriate punctuation to aid reading of the text</i>	No evidence of correct punctuation	Some correct use of capital letters to start sentences OR full stops to end sentences. Punctuation is minimal & of little assistance to the reader.	Some accurately punctuated sentences (beginning & end). Some noun capitalisation where applicable. Provides some markers to assist reading.	Some correct punctuation across categories (sentences mostly correct with some other punctuation) OR Accurate sentence punctuation with no stray capitals, nothing else used. Provides adequate markers to assist reading.	All sentence punctuation correct. Mostly correct use of other punctuation – 95%. Provides accurate markers to enable smooth & efficient reading.	Writing contains accurate use of all applicable punctuation. Provides precise markers to pace and control reading of the text.	
Spelling <i>The accuracy of spelling & the difficulty of the words used.</i>	No conventional spelling.	Few examples of conventional spelling.	Correct spelling of * most simple words * some common words. (Errors evident in common words).	Correct spelling of * most simple words * most common words. (Errors do not outnumber correct spellings).	Correct spelling of * simple words * most common words. * some difficult words (Errors do not outnumber correct spellings).	Correct spelling of *simple words * most common words * at least 10 difficult words (Errors do not outnumber correct spellings).	Correct spelling of * all words * at least 10 difficult words * some challenging words
	0	1	2	3	4	5	6