College and Career Readiness Standard Rubrics: CCR Anchor 3

# CCR Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. ***Level A Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Focus/ Setting** | * Fails to recount two sequenced events. Events are irrelevant or not related. | * Attempts to recount two appropriately sequenced events. Missing information creates confusion | * Recounts two or more appropriately sequenced events | * Establishes a well-elaborated recounting of two or more appropriately sequenced events |
| **Organization/Plot** | * No use of temporal words or only uses temporal words without events. * Does not provide closure | * Limited use of temporal words to signal event order * Attempts to provide closure | * Uses temporal words to signal event order * Provide a sense of closure | * Uses temporal words and phrases to signal event order * Provides clear closure. |
| **Narrative Techniques** | * Insufficient or no details | * Includes few or irrelevant details to describe what happened | * Includes details that describes what happened | * Includes vivid details that describe what happened |
| **Language** | * Capitalizes incorrectly with many errors * Applies little to no sound/ spelling correspondence of consonants and short vowels * Produces mostly incorrect simple sentences | * Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles * Applies conventional spelling for most consonant and short-vowel sounds * Produces mostly correct simple sentences | * Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles * Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words * Produces correct simple sentences | * Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles * Applies conventional spelling for words with common spelling patterns and irregular sight words * Produces, expands, and rearranges simple sentences |
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# CCR Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. ***Level B Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/**  **Setting** | * Responds to some or no parts of the prompt * Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator | * Responds to most parts of the prompt * Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator | * Responds to all parts of the prompt * Establishes a situation (real or imagined) and introducing characters and/or a narrator | * Responds skillfully to all parts of the prompt * Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator |
| **Organization/ Plot** | * Does not sequence narrative in a logical order. * Narrative is confusing * Uses few to no temporal words or phrases to manage the sequence of events. * Conclusion is not attempted or discernible | * Organizes some sequencing but might confuse the reader * Uses some temporal words and/or phrases to signal event order * Attempts a conclusion | * Organizes a clear event sequence that unfolds naturally * Uses temporal words and phrases to signal event order * Provides a sense of closure | * Coherently organizes a clear event sequence that unfolds naturally * Skillfully uses temporal words and phrases to signal event order * Provides a conclusion that follows from the narrated experience or events |
| **Narrative Techniques** | * Uses little to no description of actions, thoughts, or feelings to describe experiences /events * Does not use dialogue to support plot | * Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events * Attempts to use dialogue to support plot | * Uses descriptions of actions, thoughts, and feelings to develop experiences and events * Uses dialogue to show the response of characters to situations | * Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events * Uses vivid dialogue to show the response of characters to situations |
| **Language** | * Produces mostly incorrect simple and compound sentences * Capitalizes incorrectly with many errors * Uses commas, apostrophes, and end punctuation incorrectly or not at all * Utilizes incorrect and/or simplistic word choice | * Produces mostly correct simple and compound sentences * Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles * Uses commas, apostrophes, and end punctuation correctly some of the time * Utilizes vague or basic word choice | * Produces correct simple and compound sentences * Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles * Uses commas in a series and with a conjunction correctly; uses end punctuation correctly * Utilizes strong and grade-level appropriate word choice | * Produces, expands, and rearranges simple and compound sentences * Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles * Uses commas, apostrophes, and end punctuation correctly all the time * Utilizes precise and sophisticated word choice |
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# CCR Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. ***Level C, D, E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/Setting** | * The narrative, real or imagined, partially addresses aspects of the prompt * Might engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view * Attempts to introduce a narrator and/or character | * The narrative, real or imagined superficially addresses all aspects of the prompt * Attempts to engage or orient the reader by setting out a problem, situation, and establishing one or multiple point(s) of view * Introduces a narrator and/or characters | * The narrative, real or imagined, competently addresses all aspects of the prompt * Engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view * Introduces a narrator and/or characters | * The narrative, real or imagined, insightfully addresses all aspects of the prompt * Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view * Expertly introduces a narrator and/or characters |
| **Organization/ Plot** | * Progression of experiences or events may be confusing or disjointed * Techniques do not build on one another to create a coherent whole * Provides a weak conclusion that may not connect to the narrated experiences or event | * Experiences and events are somewhat connected * Uses techniques to sequence events that build on one another to create a coherent whole * Provides a conclusion that connects to the narrated experiences or event | * Creates a smooth progression of experiences or events * Uses a variety of techniques to sequence events that build on one another to create a coherent whole * Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative | * Expertly creates a smooth progression of experiences or events * Uses a variety of techniques to sequence events that build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) * Skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |
| **Narrative Techniques** | * Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters * Uses concrete words or phrases with limited use of descriptive details and sensory language | * Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters * Uses some descriptive details, and sensory language to convey experiences and events | * Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters * Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events | * Skillfully narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters * Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters |
| **Language** | * Uses limited and/or repetitive sentence structure * Contains numerous errors in conventions which cause confusion * Uses vague or basic word choice | * Uses mostly correct and some varied sentence structure * Contains some errors in conventions which may cause confusion * Usually uses appropriate word choice | * Uses correct and varied sentence structure * Contains few, minor errors in conventions * Uses strong and appropriate word choice | * Uses purposeful and varied sentence structure * Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) * Uses precise and sophisticated word choice |
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