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** |
| --- | --- | --- | --- | --- |
| **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** |
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| **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** |
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| **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
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| **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
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| **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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