College and Career Readiness Standard Rubrics: CCR Anchor 4

# CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***Level b Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Task** | * Demonstrates little or no understanding of the task | * Demonstrates limited understanding of the task | * Demonstrates an understanding of the task | * Demonstrates a strong understanding of task |
| **Organization/ Development** | * Uses little or no descriptive language; ideas may be confusing * Does not organize information | * Uses some descriptive language that develops or clarifies ideas * Uses one mode to organize information with guidance | * Uses descriptive language that develops or clarifies ideas * Uses a mode (or more than one mode) to organize information | * Uses precise and descriptive language that develops or clarifies ideas and engages the reader * Uses multiple ways to organize information such as (but not limited to) brainstorm, lists, free write, cluster maps, graphic organizers etc |
| **Purpose** | * Does not use a style relevant to purpose | * Attempts to use a style relevant to purpose | * Uses a style relevant to purpose | * Determine an appropriate writing type and selectively chooses a specific style relevant to purpose |
| **Editing/ Conventions** | * There are significant errors in grammar and conventions (grammar and usage, spelling, punctuation, and capitalization) making it difficult to understand | * There are many errors in grammar and conventions (grammar and usage, spelling, punctuation, and capitalization) that interfere with understanding parts of the writing | * There are some errors in grammar and conventions (grammar and usage, spelling, punctuation, and capitalization) * but they do not interfere with understanding | * There are few, if any, errors in grammar and conventions (grammar and usage, spelling, punctuation, and capitalization). |
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# CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***Level C Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Task** | * 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/ Development** | * Selects information with guidance relevant to task, purpose, and audience * Organizes information with guidance * Minimally develops ideas (may be too much or too little information, or the wrong approach) | * Attempts to select information relevant to task, purpose, and audience * Attempts to organize information * Demonstrates inconsistent development of ideas often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. * Provides minimal or irrelevant examples and/or details for support. | * Selects information relevant to task, purpose, and audience * Organizes information using one or two different modes * Develops ideas with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments | * Selects precise information relevant to task, purpose, and audience * Uses multiple ways to organize information such as (but not limited to) brainstorm, lists, free write, cluster maps, graphic organizers etc. * Consistently develops ideas with depth and complexity to provide insight, support, and clarification of the topic. * Consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments |
| **Purpose/ Audience** | * Does not use a style relevant to purpose and/or audience * Does not provide background or show awareness of the needs of the audience | * Identifies a generalized purpose or audience but does not maintain focus on both. * Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs | * Adequately establishes focus on the intended audience and purpose, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. * Provides adequate background information that generally anticipates audience needs | * Establishes and maintains focus on audience and purpose and effectively engages the audience by providing relevant background information necessary to anticipate its needs |
| **Editing/ Conventions** | * There are significant errors in grammar and conventions that it is difficult to understand the response. * Capitalizes incorrectly with many errors * Uses commas, apostrophes, and end punctuation incorrectly or not at all * Applies little to no sound/ spelling correspondence of consonants and short vowels * Spells few to no simple words phonetically | * There are many errors in grammar and conventions that interfere with understanding parts of the response. * 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 * Applies conventional spelling for most consonant and short-vowel sounds * Spells simple words phonetically | * There are some errors in grammar and conventions, but they do not interfere with understanding the response. * 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 * Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words | * There are few, if any, errors in grammar and conventions (grammar and usage, spelling, punctuation, and capitalization). * 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 * Applies conventional spelling for words with common spelling patterns and irregular sight words |
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# CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ***Level D/E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Task** | * Responds with little or no writing related to the task * Demonstrates little or no understanding of the task | * Responds with most writing related to the task * Demonstrates limited understanding of the task | * Responds with all writing related to the task * Demonstrates an understanding of the task | * Responds skillfully with all writing related to the task * Demonstrates a strong understanding of task |
| **Organization/ Development** | * Selects incorrect information in regards to task, purpose, and audience * Does not organize information * Offers little or no organizational structure, placing ideas in no logical order * Uses little if any variety in sentence structures * Ineffective or absent information creates a lack of cohesion * Few, if any, transition words or phrases are used * Minimally develops ideas (may be too much or too little information, or the wrong approach) | * Attempts to select information relevant to task, purpose, and audience but some information may not be relevant * Attempts to organize information * Demonstrates some attempt at organization, but often places ideas in an unclear order that disrupts the natural flow or cohesion * Occasionally uses varied sentence structures, but these appear alongside mostly simple sentences * Transitions are simple and infrequent * May use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted * Demonstrates inconsistent development of ideas often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. * Provides minimal or irrelevant examples and/or details for support. | * Selects information relevant to task, purpose, and audience * Organizes information using one or two different modes * Adequately organizes the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. * Displays variety in sentence lengths and structures * Includes transitional words and phrases that generally guide the reader * Generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion * Develops ideas with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments | * Selects precise information relevant to task, purpose, and audience * Uses multiple ways to organize information such as (but not limited to) brainstorm, lists, free write, cluster maps, graphic organizers etc. * Consistently organizes the writing by using a logical progression of ideas that flow * Consistently uses a variety of sentence lengths and structures * Includes a variety of transitional words and phrases that connects ideas and guides the reader * Uses appropriate organizational techniques to convey information in writing (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations). * Consistently develops ideas with depth and complexity to provide insight, support, and clarification of the topic. * Consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments |
| **Purpose/ Audience** | * Does not use a style relevant to purpose and/or audience * Does not provide background or show awareness of the needs of the audience | * Identifies a generalized purpose or audience but does not maintain focus on both. * Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs | * Adequately establishes focus on the intended audience and purpose, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. * Provides adequate background information that generally anticipates audience needs | * Establishes and maintains focus on audience and purpose and effectively engages the audience by providing relevant background information necessary to anticipate its needs |
| **Editing/ Conventions** | * Tone or voice is either inappropriate or absent. * Uses simple or inappropriate words * Errors that appear in grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) impede understanding of the text. | * Often uses language that causes voice or tone to weaken or emerge only on occasion * Occasionally chooses appropriate words, but these appear alongside language that is simple or inappropriate for the intended audience or purpose * Frequent errors in grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text. | * Maintains an appropriate voice or tone * Generally chooses words appropriate for the intended audience and writing purpose. * Adequately demonstrates correct grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) to communicate * A few errors may occur that do not impede understanding | * Selectively chooses an appropriate voice or tone to enhance purpose or task * Consistently chooses words that are appropriate to the intended audience and purpose of the writing * Consistently uses correct grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing |
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