College and Career Readiness Standard Rubrics: CCR Anchor 5

# CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.***Level B Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Topic** | * Writes with little or no engagement and purpose
* Writes without defining a clear focus/topic
* Excludes facts, statistics, and examples
 | * Writes with limited engagement and purpose
* Writes with an overly broad and somewhat unmanageable focus
* Includes weak facts, statistics, and examples
 | * Engages the reader with a purpose
* Narrows topic to a broad, yet manageable focus
* Includes adequate facts, statistics, examples that are related to the topic and purpose
 | * Engages the reader with a clear purpose
* Narrows topic to manageable focus
* Includes multiple facts, statistics, examples that are clearly related to the topic and purpose
 |
| **Editing/ Revision** | * Even with guidance does not edit for correct capitalization and punctuation, including commas and quotation marks to identify direct speech and quotations from a text
* Does not edit to place a comma before the coordinating conjunction in compound sentences or items in a series
* Does not edit to spell words correctly and writing has significant errors
* Makes very few (or no) attempts to plan, revise, or edit first draft of writing
 | * With extensive guidance
* Edits for correct capitalization and punctuation, including commas and quotation marks to identify direct speech and quotations from a text
* Edits to place a comma before the coordinating conjunction in compound sentences or items in a series
* Edits to spell words with little to no errors
* Makes some attempts to plan, revise, or edit first draft; but this work does not contribute to the overall quality of the piece
 | * With guidance
* Edits for correct capitalization and punctuation, including commas and quotation marks to identify direct speech and quotations from a text
* Edits to place a comma before the coordinating conjunction in compound sentences or items in a series
* Edits to spell words with little to no errors
* Includes evidence of planning, drafting, revising, and/or editing that contributes to overall quality of the final work
 | * With limited guidance student:
* Edits for correct capitalization and punctuation, including commas and quotation marks to identify direct speech and quotations from a text
* Edits to place a comma before the coordinating conjunction in compound sentences, or items in a series
* Edits to spell words with little to no errors
* Includes evidence of planning, drafting, revising, and editing that significantly improves quality of the final work
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# CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.***Level C Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Topic** | * Seldom focuses on an identified purpose and topic
* Does not consider the audience’s knowledge of the topic
 | * Somewhat focuses on an identified purpose and topic
* Somewhat considers the audience’s knowledge of the topic
 | * Adequately focuses on an identified purpose and topic
* Adequately considers the audience’s knowledge of the topic
 | * Effectively and consistently focuses on a clearly identifiable purpose and topic throughout
* Effectively considers the audience’s knowledge of the topic
 |
| **Editing/Revision** | * With extensive guidance does not edit in the following areas;
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Does not consider or use feedback and/or critique to revise product to enhance topic, add details, or provide more support
 | * With major guidance edits in one or two of the following areas;
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Considers and may use feedback and/or critique to revise product to enhance topic, add details, or provide more support
 | * With guidance edits in several of the following areas;
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Considers and uses feedback and critique to revise product to enhance topic, add details, or provide more support
 | * With limited guidance edits in multiple areas of Language Standards including (but not limited to)
	+ Sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Seeks out and uses feedback and critique to revise product to enhance topic, add details, or provide more support
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# CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.***Level D Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Topic** | * May just “follow directions” without understanding the topic/purpose or considering the needs and interests of the target audience
 | * Understands the basic topic/purpose but does not thoroughly consider the needs and interests of the target audience
 | * Understands the basic topic/purpose and considers the needs and interests of the target audience
 | * Understands the purpose of topic/task and generates questions; e.g. Who needs this? Why?
* Develops insight about the particular needs and interests of the target audience
 |
| **Editing/Revision** | * Does not edit in any of the following areas;
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Does not ask new questions or elaborate on the selected idea
* Does not consider or use feedback and critique to revise product
 | * Edits in few of the following areas;
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Asks a few new questions but may make only minor changes to the selected idea
* Considers and may use some feedback and critique to revise a product, but does not seek it out
 | * Independently edits in several areas of Language Standards including (but not limited to)
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Asks a few new questions and may make minor changes to the selected idea
* Considers and uses some feedback and critique to revise a product
 | * Independently edits in multiple areas of Language Standards including (but not limited to)
	+ sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Asks new questions and takes different perspectives to elaborate and improve on the selected idea
* Seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience
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# CCR Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.***Level E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Topic** | * May just “follow directions” without understanding the topic/purpose or considering the needs and interests of the target audience
 | * Understands the basic topic/purpose but does not thoroughly consider the needs and interests of the target audience
 | * Understands the basic topic/purpose and considers the needs and interests of the target audience
 | * Understands the purpose of topic/task and generates questions; e.g. Who needs this? Why?
* Develops insight about the particular needs and interests of the target audience
 |
| **Editing/Revision** | * Does not edit in any of the following areas;
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Stays within existing frameworks
* does not use idea-generating techniques to develop new ideas for product(s)
* selects one idea without evaluating the quality of ideas
* Does not ask new questions or elaborate on the selected idea
* Reproduces existing ideas; does not imagine new ones
* Does not consider or use feedback and critique to revise product
 | * Edits in few of the following areas;
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Develops some original ideas for product(s), but could develop more with better use of idea-generating techniques
* Evaluates ideas, but not thoroughly before selecting one
* Asks a few new questions but may make only minor changes to the selected idea
* Shows some imagination when shaping ideas into a product, but may stay within conventional boundaries
* Considers and may use some feedback and critique to revise a product, but does not seek it out
 | * Independently edits in several areas of Language Standards including (but not limited to)
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Develops some new ideas for product(s), using idea-generating techniques
* Evaluates ideas before selecting one
* Asks a few new questions and may make minor changes to the selected idea
* Shows some imagination when shaping ideas into a product
* Considers and uses some feedback and critique to revise a product
 | * Independently edits in multiple areas of Language Standards including (but not limited to)
* sentence fragments, unclear pronoun reference, incorrect spelling/homonyms, verb tense, capitalization and punctuation errors
* Uses idea-generating techniques to develop or enhance several original ideas
* Carefully evaluates the quality of ideas and selects the best one to enhance final product
* Asks new questions and takes different perspectives to elaborate and improve on the selected idea
* Uses ingenuity and imagination going outside conventional boundaries when shaping ideas into a product
* Seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience
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