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 |

# 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 |

# 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 |

# 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 |