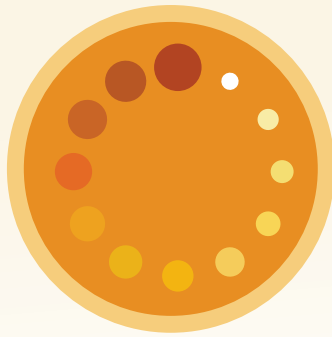


Ready or Not Writing®



THE NARRATIVE RUBRIC

College-ready writers should be able to write about real or imagined experiences and events by using vivid, sufficient details within structured event sequences.



To be rated college ready, an essay must meet college-ready competency levels in Ideas, Organization, and Mechanics.

IDEAS

"Ideas" refers to the originality and clarity of ideas in the piece of writing. Good writers generate and convey fresh ideas and avoid dull, obvious observations.



☐ NOT COLLEGE READY

The paper...

- ☐ Exhibits no apparent or significant problem, situation or observation
- ☐ Presents unconvincing, colorless, or invisible narrator, characters, scenes, and settings relevant to the problem, situation or observation
- ☐ Creates a confusing, contrived, or narrowly personal point of view

☐ ALMOST COLLEGE READY

The paper...

- ☐ Provides a minimally compelling problem, situation, or observation
- ☐ Creates convincing though "flat" narrator, characters, scenes, and settings remotely relevant to the problem, situation or observation
- ☐ Creates a vague, unconvincing, limited, or shifting point of view

☐ COLLEGE READY

The paper...

- ☐ Skillfully provides a clear and compelling problem, situation, or observation and its significance
- ☐ Creates intriguing, convincing, or imaginary narrator, characters, scenes, and settings relevant to the problem, situation or observation
- ☐ Clearly and effectively establishes one or multiple points of view

ORGANIZATION

"Organization" refers to the structure or framework in which the ideas are arranged. Good writers smoothly and logically arrange their ideas so that readers don't get lost or confused.



☐ NOT COLLEGE READY

The paper...

- ☐ States a problem, situation or observation without engaging or orienting the reader to their significance
- ☐ Arranges events and scenes that do not build on one another or create a coherent whole or outcome
- ☐ Concludes problem, situation or observation abruptly or without sufficient closure
- ☐ Lists experiences or events with no sequencing and transitional words and phrases

☐ ALMOST COLLEGE READY

The paper...

- ☐ Introduces the reader to the problem, situation, or observation with limited significance or immediacy
- ☐ Arranges events and scenes that may build on one another but may not create a coherent whole (e.g., a sense of mystery, suspense, growth, or resolution)
- ☐ Insufficiently resolves or superficially reflects upon the problem, situation, or observation
- ☐ Lists experiences or events with insufficient or awkward sequencing and transitional words and phrases

☐ COLLEGE READY

The paper...

- ☐ Engages and orients the reader immediately to the problem, situation, or observation and its significance
- ☐ Organizes events and scenes so that they build on one another to create a coherent whole or outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- ☐ Resolves or reflects upon the problem, situation, or observation to bring closure
- ☐ Creates a smooth progression of experiences or events using appropriate sequencing and transitional words and phrases

SUPPORT

"Support" refers to the level of detail you provide to color and enlarge your ideas. Good writers incorporate and arrange ample details and examples to support the focus of the essay.

NOT COLLEGE READY

The paper...

- ☐ Neglects to introduce a narrator or character relevant to the problem, situation or observation
- ☐ Superficially develops a narrator, characters, scenes, and settings relevant to the problem, situation, or observation
- ☐ Lists a mundane, hollow progression of experience or events

ALMOST COLLEGE READY

The paper...

- ☐ Abruptly or vaguely introduces a narrator or characters relevant to the problem, situation or observation
- ☐ Partially develops a narrator, characters, scenes, and settings relevant to the problem, situation, or observation
- ☐ Creates a predictable or clumsy progression of experience or events

COLLEGE READY

The paper...

- ☐ Skillfully introduces a narrator or characters relevant to the problem, situation or observation
- ☐ Fully develops a narrator, characters, scenes, and settings relevant to the problem, situation or observation
- ☐ Creates and richly develops a compelling progression of experience or events

STYLE

"Style" refers to the uniqueness and appropriateness of your writing voice throughout the essay. While good writers select words and construct sentences that reflect an appropriate voice for the writing occasion, they also use vivid, colorful language to convey personality and tone.

NOT COLLEGE READY

The paper...

- ☐ Attempts marginal or no use of literary and narrative techniques (such as authentic dialogue, rhythm, repetition, and rhyme) but does not adequately develop experiences, events, and/ or characters
- ☐ Uses sentence structures that are incomplete or rambling
- ☐ Demonstrates little or no variation in sentence beginnings
- ☐ Uses basic, choppy, sentences patterns
- ☐ Vaguely presents experiences, events, setting, and/or characters
- ☐ Uses little or no creative language or sensory details to describe experiences, events, setting, and/or characters

ALMOST COLLEGE READY

The paper...

- ☐ Uses literary and narrative techniques occasionally (such as authentic dialogue, rhythm, repetition, and rhyme) but insufficiently develops experiences, events, and/ or characters
- ☐ Demonstrates simple or unvaried sentence structures and lengths
- ☐ Simple sentences dominate the sentence patterns
- ☐ Adequately integrates some sophisticated, rhythmic sentence patterns
- ☐ Partially describes experiences, events, setting, and/or characters
- ☐ Uses some creative language and sensory details to describe experiences, events, setting, and/or characters

COLLEGE READY

The paper...

- ☐ Utilizes literary and narrative techniques (such as authentic dialogue, rhythm, repetition, and rhyme) to artfully develop and relate experiences, events, and/ or characters
- ☐ Demonstrates varied sentence structure and lengths
- ☐ Integrates a range of sentence beginnings
- ☐ Skillfully weaves sophisticated, rhythmic sentence patterns
- ☐ Vividly and colorfully conveys experiences, events, setting, and/or characters
- ☐ Integrates rich, creative language and sensory details to convey experiences, events, setting, and/or characters

MECHANICS

"Mechanics" refers to the "nuts and bolts" within the machinery of the essay. Good writers pay close attention to the proper use of punctuation, grammar, words, phrases, spelling, and sentence formation.



NOT COLLEGE READY

The paper...

- ☐ Frequent spelling errors distract and confuse the reader.
- ☐ Writing shows minimal control of Standard English usage and grammar.
- ☐ Frequent errors in punctuation and capitalization distract and confuse the reader.
- ☐ Frequent sentence-level errors (comma splices, run-ons, and fragments) distract and confuse the reader.

ALMOST COLLEGE READY

The paper...

- ☐ Occasional spelling errors distract the reader.
- ☐ Writing shows sporadic control of Standard English usage and grammar.
- ☐ Occasional errors in punctuation and capitalization distract the reader.
- ☐ Occasional sentence-level errors (comma splices, run-ons, and fragments) distract the reader.

COLLEGE READY

The paper...

- ☐ Spelling errors are minimal or non-existent.
- ☐ Writing shows consistent control of Standard English usage and grammar.
- ☐ Errors in punctuation and capitalization are sparse or non-existent.
- ☐ Sentence-level errors (comma splices, run-ons, and fragments) are sparse or non-existent.