College and Career Readiness Standard Rubrics: CCR Anchor 7

# CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ***Level A Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level A Rubric** | * Identify key features and meanings of illustrations (legend, scale, captions, symbolism, etc.) with teacher assistance.
 | * Identify key features and meanings of illustrations (legend, scale, captions, etc.) with some teacher and/or peer assistance.
 | * Use illustrations and details in a text (e.g., maps, charts, photographs, political cartoons, etc.) to describe the main idea of the passage, independently.
 | * Use illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.)
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| **Level B Rubric** | * Use information gained from illustrations to predict one or more of the following details of the text: where, when, why, and how key events occur, with teacher assistance.
* Identify primary focus and/emphasis of an illustration, caption, title, source, etc., with teacher assistance.
 | * Use information gained from illustrations to predict one or more of the following details of the text: where, when, why, and how key events occur with some teacher and/or assistance.
* Identify primary focus and/emphasis of an illustration, caption, title, source, etc., with some teacher and/or peer assistance.
 | * Use information gained from illustrations and words in a text to demonstrate understanding of most of the following details of the text: where, when, why, and how key events occur, independently.
* Explain how aspects of a text’s illustrations contribute to one or more of the following aspects of a text (e.g., create mood, emphasize aspects of a charter or setting), independently.
 | * Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
* Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a charter or setting).
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| **Level C Rubric** | * Compare information presented visually, orally, or quantitatively to the main idea of a text with teacher assistance.
* Demonstrate ability to locate an answer to a question or solve a problem with teacher assistance.
 | * Compare and contrast information presented visually, orally, or quantitatively to the main idea of a text with some teacher and/or peer assistance.
* Demonstrate ability to locate an answer to a question or solve a problem using print or digital sources with some teacher and/or peer assistance.
 | * Compare and contrast information presented visually, orally, or quantitatively to the main idea and details of a text, independently.
* Draw on information from multiple print or digital sources to correctly to locate an answer to a question or solve a problem, independently.
 | * Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive websites) and explain how the information contributes to an understanding of the text in which it appears.
* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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| **Level D Rubric** | * Compare information presented in different media or formats (e.g., in charts, graphs, photos, videos, or maps) to demonstrate a general understanding of a topic or issue with teacher assistance.
* Compare quantitative or technical information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) with teacher assistance.
 | * Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to demonstrate a general understanding of a topic or issue with some teacher and/or peer assistance.
* Categorize quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) with some teacher and/or peer assistance.
 | * Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to demonstrate a general understanding of a topic or issue, independently.
* Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) with some teacher and/or peer assistance.)
 | * Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.
* Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
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| **Level E Rubric** | * Compare a quantitative or technical analysis (charts, or other research data) with a qualitative analysis (print or digital) with some teacher and/or peer assistance.
* Summarize information expressed visually or mathematically (e.g., an equation) and translate information expressed in words in a text into a simple table, chart, diagram or graph with some teacher and/or peer assistance.
* Compare and contrast similar information from a variety of different tables, charts, diagrams, graphs, and other visual information with some teacher and/or peer assistance.
 | * Compare and contrast quantitative or technical analysis (charts, or other research data) with a qualitative analysis (print or digital), independently.
* Summarize information expressed visually or mathematically (e.g., an equation) and translate information expressed in words in a text into a simple table, chart, diagram or graph, independently.
* Research a question or problem by using information from a variety of different tables, charts, diagrams, graphs, and other visual information, independently.
 | * Summarize key features of quantitative or technical analysis (charts, or other research data) with a qualitative analysis (print or digital), independently.
* Translate quantitative or technical information expressed in words in a text into a simple table, chart, or graph and summarize key features of information expressed visually or mathematically (e.g., an equation), independently.
* Form a thesis about a question or problem by using information from a variety of different media formats and text, independently.
 | * Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* Translate quantitative or technical information expressed in words in a text into visual form (e.g., table or chart) and translate information expressed visually or mathematically (e.g., an equation) into words.
* Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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