College and Career Readiness Standard Rubrics: CCR Anchor 8

# CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Level A Rubric** | * Identify the main idea of a text, with teacher assistance.
 | * Identify the main idea and one supporting detail, with some teacher and/or peer assistance.
 | * Identify the main idea and multiple supporting details of a text, independently.
 | * Identify the reasons an author gives to support points in a text.
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| **Level B Rubric** | * Identify an author’s claim and identify an example of a reason or detail used by the author, with teacher assistance.
 | * Identify an author’s claim and identify an example of a reason or detail used by the author, with some teacher and/or peer assistance.
 | * Identify an author’s claim and identify an example of a reason or detail that is used to support the claim, independently.
 | * Describe how reasons support specific points the author makes in a text.
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| **Level C Rubric** | * Distinguish between reasons and evidence used to support the claim of a text, with teacher assistance.
 | * Distinguish between reasons and evidence used to support the claim of a text and understand different elements of persuasion, with some teacher and/or peer assistance.
 | * Identify multiple reasons and evidence and the particular points of the text they are intended to support, independently.
 | * Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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| **Level D Rubric** | * Identify major element and structures of arguments (e.g., order of importance, pro/con, etc.) commonly used in texts, with teacher assistance.
 | * Identify major element and structures of arguments (e.g., order of importance, pro/con, etc.) commonly used in texts and determine the soundness of the evidence, with some teacher and/or peer assistance.
 | * Identify major element and structures of arguments (e.g., order of importance, pro/con, etc.) and assess strengths and weaknesses of the evidence, independently.
 | * Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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| **Level E Rubric** | * Identify major element and structures of an argument (e.g., order of importance, pro/con, etc.) commonly used in texts and identify false statements, with some teacher and/or peer assistance.
 | * Identify major element and structures of arguments (e.g., order of importance, pro/con, etc.) commonly used in texts and identify false statements and common fallacies (hasty generalization, smoke screen, ad hominem, etc.), independently.
 | * Identify major element and structures of arguments (e.g., order of importance, pro/con, etc.) commonly used in texts and identify false statements and common fallacies (hasty generalization, smoke screen, ad hominem, etc.), and assess the validity and soundness of evidence, independently.
 | * Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
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