College and Career Readiness Standard Rubrics: CCR Anchor 9

# CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Level A Rubric** | * Identify a connection between two individuals, events, ideas, or pieces of information in a text (e.g., in illustrations, descriptions, or procedures) with teacher assistance. | * Identify connections and between multiple groups of individuals, events, ideas, or pieces of information in a text (e.g., in illustrations, descriptions, or procedures) with some teacher and/or peer assistance. | * Identify connections and distinctions between multiple groups of individuals, events, ideas, or pieces of information in a text (e.g., in illustrations, descriptions, or procedures) independently. | * Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| **Level B Rubric** | * Identify the author’s point of view or purpose in a text and key supporting details and points of two different texts (facts, explanations, examples, etc.) of a text with teacher assistance. | * Identify the author’s point of view or purpose in a text and key supporting details and points of two different texts (facts, explanations, examples, etc.) with some teacher and/or peer assistance. | * Identify the author’s point of view or purpose in a text and key similarities and differences between supporting details and points of two different texts (facts, explanations, examples, etc.), independently. | * Compare and contrast the most important points and key details presented in two texts on the same topic. |
| **Level C Rubric** | * Identify similarities and differences in style and tone from two different texts on the same topic, with teacher assistance. | * Identify similarities and differences in style and tone and supporting detail from two different texts on the same topic, with some teacher and/or peer assistance. | * Integrate information (style, tone and supporting detail) from two different texts on the same topic into a single coherent text or speech, independently. | * Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

# CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| **Level D Rubric** | * Distinguish between fact and opinion of a similar topic in a text and identify clues about reliability and bias (e.g., source documentation, captions, titles, labels, etc.), with teacher assistance. | * Identify facts and opinions in a text and clues about reliability and bias (e.g., source documentation, captions, titles, labels, etc.), and identify conflicting information about a similar topic or event with some teacher and/or peer assistance. | * Identify where the texts disagree on matters of fact or interpretation and identify possible explanations about one or more pieces of conflicting information about the event by attending to clues about reliability and bias (e.g., source documentation, captions, titles, labels, etc.), independently. | * Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| **Level E Rubric** | * Identify major themes, concepts, in one seminal U.S. document of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), with some teacher and/or peer assistance. * Identify major themes, purposes, and/or rhetorical features of one seventeenth-, eighteenth-, or nineteenth-century foundational U.S. document of historical and literary significance (Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address), with some teacher and/or peer assistance. * Identify similarities and differences of findings and/or conclusions between two documents (e.g., primary document, review, experiment, or other scientific report), with some teacher and/or peer assistance. | * Identify major themes, concepts, in two or more seminal U.S. document of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), independently. * Identify major themes, purposes, and/or rhetorical features of two or more seventeenth-, eighteenth-, or nineteenth-century foundational U.S. document of historical and literary significance (Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address), independently. * Identify similarities and differences of findings and/or conclusions between two documents (e.g., primary document, review, experiment, or other scientific report), independently. | * Analyze one seminal U.S. document of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including information about how the document addresses major themes and concepts, independently. * Analyze major themes, purposes, and/or rhetorical features of a seventeenth-, eighteenth-, or nineteenth-century foundational U.S. document of historical and literary significance (Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address), independently. * Identify similarities and differences of findings and/or conclusions between two documents (e.g., primary document, review, experiment, or other scientific report), noting when the findings support or contradict previous explanations or accounts, independently. | * Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. * Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. * Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. |