College and Career Readiness Standard Rubrics: CCR Anchor 1

# CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.***Level A Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Collaboration** | * Fails to listen carefully to others.
 | * Listens to others. May interrupt when he or she has something to say.
 | * Listens to others. Apologizes for occasionally interrupting.
 | * Follows agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 |
| **Discussion Skills** | * Attempts to answer questions from other members of the group. May shrug or say, “I don’t know.”
 | * Answers direct questions from other group members.
 | * Asks and answers questions in the course of the discussion.
 | * Builds on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 |
| **Information Integration** | * Uses body language and facial expression to indicate confusion.
 | * Expresses confusion about topics under discussion, but does not ask specific questions.
 | * Formulates questions to help understand confusing details about the topics/texts under discussion.
 | * Asks questions to clear up any confusion about the topics and texts under discussion.
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# CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.***Level B Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Use of Evidence** | * Comes to discussions with the topic in mind. Answers questions when called upon, but does not indicate the source of his or her comments.
 | * Looks over required material in preparation for discussion. Answers questions using mostly prior knowledge of the topic.
 | * Comes to discussions prepared, having read or studied required material. Refers to preparation material and prior knowledge when asking or answering questions on the topic.
 | * Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion.
 |
| **Collaboration** | * Attempts to follow agreed-upon rules for discussion. Usually raises hand and waits to be called upon before speaking. Generally listens to other speakers without reminders.
 | * Mostly follows agreed-upon rules during discussions. Listens to others. Usually raises hand or waits for a pause to speak on the topic under discussion.
 | * Follows agreed-upon rules for discussions. Raises hand, says excuse me, or waits for a pause before speaking about the topic or text under discussion. Listens with care.
 | * Follows agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 |
| **Discussion Skills** | * Questions, if asked, are usually procedural in nature (e.g., when the discussion will end). Agrees or disagrees with others if asked explicitly for a response.
 | * Asks questions about the topic. Occasionally talks off topic, but returns to subject without prompting. Responds to others with signals of agreement or disagreement (e.g., yes/no; nods/head shakes).
 | * Asks questions to clarify understanding of information. Rarely goes off topic. Connects comments to what others have said.
 | * Asks questions to check understanding of information presented, stays on topic, and links his or her comments to the remarks of others.
 |
| **Information Integration** | * Restates his or her own ideas about the topic without reference to new information.
 | * Describes something new or interesting gained from the discussion.
 | * Makes reference to what others have said in explaining his or her ideas about the topic under discussion.
 | * Explains his or her own ideas and understanding in light of the discussion.
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# CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.***Level C Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Use of Evidence** | * Comes to discussions with the topic in mind. Answers questions when called upon, but does not indicate the source of his or her comments.
 | * Looks over required material in preparation for discussion. Answers questions using mostly prior knowledge of the topic.
 | * Comes to discussions prepared, having read or studied required material. Refers to preparation material and prior knowledge when asking or answering questions on the topic.
 | * Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion.
 |
| **Collaboration** | * Shows little awareness of agreed-upon rules of discussions or assigned role.
 | * Follows agreed-upon rules for discussions with occasional interruptions and side conversations. Carries out his or her assigned role with coaching from other group members.
 | * Follows agreed-upon rules for discussions and carries out assigned roles as she or he understands them.
 | * Follows agreed-upon rules for discussions and carries out assigned roles.
 |
| **Discussion Skills** | * Responds to questions from other group members with body language or single words or phrases. Some responses are relevant to the discussion.
 | * Answers questions from other group members. Most comments are relevant to the topic under discussion.
 | * Asks and answers questions, making comments relevant to the topic under discussion.
 | * Poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others.
 |
| **Information Integration** | * Signals agreement with a conclusion drawn by another group member.
 | * Identifies one or two ideas gleaned from the discussion. Does not draw new conclusions based on the discussion.
 | * Restates some of the key ideas expressed in the discussion.
* Draws conclusions based in part on information from the discussion.
 | * Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.
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# CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.***Level D Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Use of Evidence** | * Comes to discussions aware of the topic. Refers to his or her prior knowledge in answering questions.
 | * Comes to discussions having read material under study. Refers in a general way to material read when answering questions.
 | * Comes to discussions prepared, having read or researched material under study. Draws on preparation by referring to evidence when asking or answering questions on the topic
 | * Comes to discussions prepared, having read or researched material under study; explicitly draws on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 |
| **Collaboration** | * Is aware of rules for discussions, but frequently interrupts or engages in side conversations. Votes when called upon. Does not take responsibility for specific goals and deadlines or his or her assigned role.
 | * Generally follows rules for discussions, but occasionally interrupts or engages in side conversations. Participates in voting to make decisions. Occasionally asks when a goal or deadline is coming up. Carries out his or her assigned role after it has been explained.
 | * Follows rules for discussions. Actively participates in decision-making. Helps monitor progress toward goals and deadlines. Defines and modifies his or her own role as needed.
 | * Follows rules for collegial discussions and decision-making, tracks progress toward specific goals and deadlines, and defines individual roles as needed.
 |
| **Discussion Skills** | * Responds to others’ questions in words or phrases.
 | * Responds to others’ questions accurately, but with little detail.
 | * Asks questions about the ideas of other speakers. Responds to others’ questions accurately and with relevant details.
 | * Poses questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
 |
| **Information Integration** | * Maintains his or her own views throughout the discussions.
 | * Uses new information to modify his or her own views, but does not give credit to others for providing new information.
 | * Acknowledges new information expressed by others and may incorporate it into his or her own views without explicit discussion.
 | * Acknowledges new information expressed by others, and, when
* warranted, qualifies or justifies his or her own views in light of the evidence presented.
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# CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.***Level E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Use of Evidence** | * Comes to discussions aware of the topic. Participates occasionally, referring to his or her prior knowledge of the topic.
 | * Comes to discussion having read assigned material. Participates in an exchange of ideas, referring to the reading in a general way.
 | * Comes to discussion prepared, having read and researched material; refers to texts and research; responds and contributes to an exchange of ideas.
 | * Comes to discussions prepared, having read and researched material under study; explicitly draws on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 |
| **Collaboration** | * Indicates approval or disapproval of rules for discussing, decision-making, goals, deadlines, and roles.
 | * Participates in setting rules for discussions, decision-making, goals, deadlines, and roles.
 | * Actively participates in setting rules for discussion, decision-making, goals, deadlines, and roles.
 | * Works with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 |
| **Discussion Skills** | * Asks questions about unfamiliar ideas or concepts.
 | * Asks and answers questions relating to the topic under discussion.
 | * Asks and answers questions relating to the topic under discussion. Occasionally pulls others into the conversation. Expresses agreement or disagreement with the ideas of others.
 | * Propels conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 |
| **Information Integration** | * Does not acknowledge the views of others in expressing his or her ideas or conclusions.
 | * Acknowledges others’ points of view. Expresses his or her own point of view, but does not indicate how that point of view was changed by evidence produced during the discussion.
 | * Identifies points of agreement and disagreement with the perspectives of others. Shows willingness to modify his or her views based on the evidence of others.
 | * Responds thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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