College and Career Readiness Standard Rubrics: CCR Anchor 2

# CCR Writing Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content ***Level A Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/ Claim** | * Responds to some or no parts of the prompt
* Does not demonstrate understanding of topic/text
 | * Responds to most parts of the prompt
* Demonstrates limited understanding of topic/text(s)
 | * Responds to all parts of the prompt
* Demonstrates an understanding of topic/text(s)
 | * Responds skillfully to all parts of the prompt
* Demonstrates a strong understanding of topic/texts(s)
 |
| **Organization** | * Organizes with no evidence of sentence structure (i.e. mostly list form)
 | * Organizes ideas and information in an incomplete sentence structure
 | * Organizes ideas and information into simple sentence structure
 | * Organizes ideas and information into correct sentences using facts/ definitions grouped by related information, and concluding sentences
 |
| **Development** | * Uses few to no facts or details
 | * Develops the topic with limited facts and details
 | * Develops the topic with facts and details
 | * Develops the topic skillfully with facts, definitions, and details
 |
| **Language** | * Uses verb tenses and plural nouns incorrectly Produces mostly incorrect sentences
* Capitalizes incorrectly with many errors
* Uses commas, apostrophes, and end punctuation incorrectly or not at all
* Misapplies spelling rules through phonetic spelling; excessive errors interfere with readability
 | * Uses some regular verb tenses and common plural nouns correctly
* Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles
* Uses commas, apostrophes, and end punctuation correctly some of the time
* Applies some spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability
 | * Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) Capitalizes correctly and consistently;: first word in a sentence, “I,” proper nouns, and titles
* Uses commas, apostrophes, and end punctuation correctly most of the time
* Applies spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors
 | * Uses verb tenses and plural nouns correctly, including irregular forms
* Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles
* Uses commas, apostrophes, and end punctuation correctly all the time
* Applies spelling rules and patterns correctly, including irregular high-frequency words ; no errors
 |
|
|
|

# CCR Writing Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content ***Level B Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/****claim** | * Fails to introduce a topic
* Responds to some or no parts of the prompt
* Demonstrates little to no understanding of topic/text(s)
 | * Begins to introduce a topic, but has missing or incomplete information
* Responds to most parts of the prompt
* Demonstrates limited understanding of topic/text(s).
 | * Introduces a topic and groups related information
* Responds to all parts of the prompt
* Demonstrates an understanding of topic/text(s)
 | * Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
* Responds skillfully to all parts of the prompt
* Demonstrates a strong understanding of topic/text(s)
 |
| **Organization** | * Organizes with no evidence of sentences (e.g., lists information)
* Does not group related information together
 | * Organizes with no evidence of sentences (e.g., lists information)
* Does not group related information together
 | * Organizes ideas and information using clear sentences, details and examples
* Groups related information together
 | * Organizes ideas and information into logical, coherent sentences that are clear to the reader
* Skillfully uses relevant and substantial text support from the resources with accuracy
 |
| **Development** | * Uses few to no facts, definitions, or details
* Does not use relevant or sufficient text support from the resources with accuracy
* Uses few to no credible sources
* Does not use linking words
* Does not provide a concluding sentence
 | * Develops the topic with limited facts, definitions, or details
* Uses mostly relevant text support but may lack sufficient evidence and/or accurate use
* Uses mostly credible sources
* Attempts to use some simplistic linking words to connect ideas
* Concluding sentence does not address the topic and may be unrelated
 | * Develops the topic with facts, definitions, and details
* Uses relevant and sufficient text support from the resources with accuracy
* Uses credible sources
* Uses effective linking words and phrases to connect ideas
* Provides a concluding sentence
 | * Develops the topic with facts, definitions, concrete details, quotations, or other information and examples
* Skillfully uses relevant and substantial text support from the resources with accuracy
* Uses credible and varied sources
* Uses linking words and phrases strategically to connect ideas within categories of information
* Provide a concluding sentence or statement that adequately addresses the topic
 |
| **Language** | * Uses little to no correct sentence structure
* Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the readability
* Utilizes incorrect and/or simplistic word choice
 | * Uses some correct sentence structures
* Demonstrates some appropriate conventions, but errors may interfere with readability
* Utilizes vague or basic word choice
 | * Uses correct and varied sentence structures
* Demonstrates appropriate conventions; errors are minor and does not interfere with readability
* Utilizes strong and appropriate word choice
 | * Uses purposeful and varied sentence structures
* Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability
* Utilizes precise and sophisticated word choice
 |
|
|
|

# CCR Writing Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content ***Level C Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/claim** | * Ineffectively introduces a topic and responds to some or no parts of the prompt
* Demonstrates little to no understanding of topic/text(s)
 | * Begins to introduce a topic and responds to most parts of the prompt
* Demonstrates limited understanding of topic/text(s)
 | * Effectively introduces a topic and responds to all parts of the prompt
* Demonstrates an understanding of topic/text(s)
 | * Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
* Responds skillfully to all parts of the prompt
* Demonstrates a strong understanding of topic/text(s)
 |
| **Organization** | * Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion
* Does not group related information together
* Uses no linking words
* No conclusion is present
 | * Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion
* Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)
* Attempts to use some simplistic linking words to connect ideas
* Conclusion is present but fails to connect to related information or repeats introduction
 | * Organizes ideas and information into logical introductory, body, and concluding paragraphs
* Groups related information into paragraphs or sections, including formatting (e.g., headings)
* Uses linking words and phrases appropriately to connect ideas within and across categories of information
* Conclusion adequately connects information
 | * Skillfully orients reader to topic(s) in introduction and previews what is to follow
* Thoroughly develops topic(s) with relevant body paragraphs
* Link ideas within categories of information using words and phrases (e.g., another, for example, also, because)
* Provide a concluding statement or section related to the information or explanation presented
 |
| **Development** | * Does not support opinion with facts, details, and/or reasons
* Does not use relevant or sufficient text support from the resources with accuracy
* Uses few to no credible sources
 | * Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples
* Uses mostly relevant text support but may lack sufficient evidence and/or accurate use
* Uses mostly credible sources
 | * Develops the topic with facts, definitions, concrete details, quotations, or other information and examples
* Uses relevant and sufficient text support from the resources with accuracy
* Uses credible sources
 | * Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
* Skillfully uses relevant and substantial text support from the resources with accuracy
* Uses credible and varied sources
 |
| **Language** | * Uses limited and/or repetitive sentence structure
* Contains numerous errors in conventions which cause confusion
* Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose
 | * Uses mostly correct and some varied sentence structure
* Contains some errors in conventions which may cause confusion
* Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose
 | * Uses correct and varied sentence structure
* Contains few, minor errors in conventions
* Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose
 | * Uses purposeful and varied sentence structure
* Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)
* Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose
 |
|
|
|

# CCR Writing Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ***Level D Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/claim** | * Fails to introduce a relevant claim and/or lacks a thesis statement and minimally addresses some aspect of the prompt
* Fails to orient reader to topic(s) in introduction or introduction is missing
* Shows no and/or inaccurate understanding of topic or text
 | * Introduces superficial or flawed topic(s) in a weak thesis statement partially addressing the prompt
* Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow
* Shows limited or flawed understanding of topic or text
 | * Introduces topic(s) in a clear thesis statement completely addressing all aspects of the prompt
* Orients reader to topic(s) in introduction
* Shows competent understanding of topic or text
 | * Introduce a topic clearly, skillfully addressing all aspects of the prompt, previewing what is to follow
* Skillfully orients reader to topic(s) in introduction
* Shows insightful understanding of topic or text
 |
| **Organization** | * Inadequately orients reader to topic(s) in introduction
* Inadequately develops claim(s) with minimal body paragraphs
* Provides an inadequate conclusion
* Uses limited and/or inappropriate linking words, phrases, or clauses
* Includes uneven progression of ideas from beginning to end
 | * Partially orients reader to topic(s) in introduction
* Generally develops claim(s) with body paragraphs
* Provides a conclusion which repetitively or partially supports claim(s)
* Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs
* Includes adequate progression of ideas from beginning to end
 | * Orients reader to topic(s) in introduction
* Thoroughly develops claim(s) with relevant body paragraphs
* Provides a conclusion that follows from and supports claim(s)
* Creates cohesion through linking words, phrases, and clauses within and between paragraphs
* Includes logical progression of ideas from beginning to end
 | * Skillfully orients reader to topic(s) in introduction
* Meticulously develops claim(s) with relevant body paragraphs
* Provides a meaningful and reflective conclusion which draws from and supports claim(s)
* Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs
* Includes purposeful and logical progression of ideas from beginning to end
 |
| **Development** | * Provides minimal and/or irrelevant evidence to support claim(s)
* Incorrectly integrates or cites sources and/or text evidence that may not be credible
* Acknowledges alternate or opposing claim(s)
* Uses some rhetorical devices to support assertions with limited success
 | * Provides limited and/or superficial evidence to support claim(s)
* Ineffectively integrates and cites adequate sources and/or text evidence
* Minimally refutes specific counter-claim(s) Uses some rhetorical devices to support assertions
 | * Provides sufficient and relevant evidence to support claim(s)
* Competently integrates and cites credible sources and/or text evidence
* Competently refutes specific counter-claim(s)
* Uses specific rhetorical devices to support assertions)
 | * Provides substantial and pertinent evidence to support claim(s)
* Seamlessly and effectively integrates and cites credible sources and/or text evidence
* Convincingly refutes specific counterclaim(s)
* Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos)
 |
| **Language** | * Does not utilize precise language or domain-specific vocabulary
* Does not demonstrate sentence mastery
* Demonstrates limited understanding of conventions, and errors interfere with the readability
 | * Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately
* Uses some repetitive yet correct sentence structure
* Demonstrates some appropriate conventions, but errors may interfere with the readability
 | * Utilizes precise language and domain-specific vocabulary
* Uses correct and varied sentence structures
* Demonstrates appropriate conventions; errors are minor and do not interfere with the readability
 | * Use precise language and domain-specific vocabulary to inform about or explain the topic.
* Uses purposeful and varied sentence structures
* Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability
 |
|
|
|

# CCR Writing Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ***Level E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/claim** | * Partially addresses all aspects of the prompt
* Introduces superficial or flawed topic(s) in a weak thesis statement
* Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension
* Shows limited or flawed understanding of topic or text
 | * Introduces topic(s) in a thesis statement
* Superficially addresses all aspects of the prompt
* Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension
* Shows superficial understanding of topic or text
 | * Introduces topic(s) in a clear thesis statement
* Competently addresses all aspects of the prompt
* Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension
* Shows competent understanding of topic or text
 | * Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions;
* Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension
* Shows insightful understanding of topic or text
 |
| **Organization** | * Inadequately develops topic(s) with minimal body paragraphs, building on some preceding information
* Uses limited or inappropriate transition/linking words, phrases, and clauses
* Provides a sense of closure, but may weakly articulate significance of the topic
 | * Superficially develops topic(s) with relevant body paragraphs, building on preceding information
* Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections
* Provides a conclusion which repetitively or partially follows from and supports information or explanation presented, articulating superficial significance of the topic
 | * Develops complex topic(s) with relevant body paragraphs, building on preceding information
* Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections
* Provides a conclusion that follows from and supports information or explanation presented
 | * Thoroughly develops complex topic(s) with relevant body paragraphs, building on preceding information
* Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships
* among complex ideas and concepts
* Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 |
| **Development** | * Provides minimal and/or irrelevant evidence to develop the topic appropriate to audience
* Incorrectly integrates or cites sources
 | * Provides limited and/or superficial evidence to develop the topic appropriate to audience
* Ineffectively integrates and cites sources
 | * Provides sufficient and relevant evidence to develop the topic appropriate to audience
* Competently integrates and cites credible sources
 | * Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
* Other information and examples appropriate to the audience’s knowledge of the topic.
* Effectively integrates and cites credible sources
 |
| **Language** | * Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose
* Uses limited and/or repetitive sentence structure
* Contains numerous errors in conventions which cause confusion
* Does not establish a formal style nor an objective tone
 | * Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose
* Uses mostly correct and some varied sentence structure
* Contains some errors in conventions which may cause confusion
* attempts to establish a formal style and objective tone but
 | * Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose
* Uses correct and varied sentence structure
* Contains few, minor errors in conventions
* Establishes a formal style and objective tone
 | * Use precise language and domain-specific vocabulary to manage the complexity of the topic.
* Uses purposeful and varied sentence structure
* Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization)
* Establish and maintain a formal style and objective tone while attending to
* The norms and conventions of the discipline in which they are writing.
 |
|
|
|