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 |
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# 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 |
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# 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 |
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# 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 |
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# 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. |
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