College and Career Readiness Standard Rubrics: CCR Anchor 9

# CCR Writing Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)***Level C Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| N/A | * With support and guidance, can draw evidence from literary or informational texts to support research.
* With support and guidance, can show some understanding of text and provides evidence in writing.
* With support and guidance, can provide some explanation/analysis of evidence to support writing.
 | * With some support, can draw evidence from literary or informational texts to support analysis, reflection, and research.
* With support, can demonstrate some understanding of text and provides evidence in writing.
* With support, can provide some explanation/analysis of evidence to support writing.
 | * Draw evidence from literary or informational texts to support analysis, reflection, and research.
	+ Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”-.
	+ Apply Reading standards from this level to informational text (e.g., “Explain how the author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s)”). (W.5.9)
* Can independently demonstrate understanding of text and provides evidence in writing.
* Can independently provide clear explanation/analysis of evidence to support writing.
 |

# CCR Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.***Level D Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With support and guidance, can draw some evidence from literary or informational texts to support reflection and research.
* With support and guidance, can demonstrate insight and understanding of text and provides evidence in writing.
* With some support and guidance, can provide explanation/analysis of how evidence supports writing.
 | * With support and guidance, can draw evidence from literary or informational texts to support analysis, reflection, and research.
* With support, can demonstrate insight and understanding of text and provides evidence in writing.
* With some support, can provide explanation/analysis of how evidence supports writing.
 | * With support, can draw evidence from literary or informational texts to support analysis, reflection, and research.
* Can demonstrate insight and understanding of text and provides evidence in writing.
* With some support, can provide some insightful explanation/analysis of how evidence supports writing.
 | * Draw evidence from literary or informational texts to support analysis, reflection, and research.
	+ Apply Reading standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”).
	+ Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). (W/WHST.6-8.9)
* Can independently provide some insightful explanation/analysis of how evidence supports writing.
* Can demonstrate insight and understanding of text and provides evidence in writing.
 |

# CCR Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.***Level E Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With guidance and support, can provide some explanation and analysis of how evidence supports writing.
* With guidance and support, demonstrates some insight and understanding of text and provides evidence in writing.
 | * With support, can provide some explanation and analysis of how evidence supports writing.
* With support, can demonstrate insight and understanding of text and provides evidence in writing.
* With guidance and support, uses persuasive and valid reasoning to connect evidence with claim(s)
 | * With some support, can demonstrate insight and understanding of text and provides evidence in writing.
* With some support, uses persuasive and valid reasoning to connect evidence with claim(s)
 | * Draws evidence from literary or informational texts to support analysis, reflection, and research.
	+ Apply Reading standards from this level to literature (e.g. “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.”)
	+ Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”.)
* Can independently demonstrate insight and understanding of text and provides evidence in writing.
* Can independently provide clear explanation/analysis of evidence to support writing.
* Independently uses persuasive and valid reasoning to connect evidence with claim(s)
 |

# CCR Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.***Level D Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With support and guidance, gathers relevant information from limited number of print and digital sources, using search terms; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a limited and basic format for citations
* With support and guidance, identifies and makes use of sources in written work.
* With support and guidance, can identify examples of appropriate and inappropriate use of citations
* With support and guidance, demonstrates understanding of topic and sources cited in writing.
 | * With support and guidance, gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citations
* With support and guidance, identifies and makes use of primary and secondary sources in written work.
* With support and guidance, can explain in writing plagiarism and identify examples of appropriate and inappropriate use of citations
* With support and guidance, demonstrates insight and understanding of topic and sources cited in writing.
 | * With support, gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citations
* With support, identifies and makes use of primary and secondary sources in written work.
* With support, can explain in writing plagiarism and identify examples of appropriate and inappropriate use of citations
* With support, demonstrates insight and understanding of topic and sources cited in writing.
 | * Can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations
* Can independently identify and make use of primary and secondary sources in written work.
* Can explain in writing plagiarism and identify examples of appropriate and inappropriate use of citations independently demonstrates insight and understanding of topic and sources cited in writing.
 |

# CCR Writing Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.***Level E Rubric***

| **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- |
| * With guidance and support, can provide some explanation and analysis of how evidence supports writing.
* With guidance and support, demonstrates some insight and understanding of text and provides evidence in writing.
 | * With support, can provide some explanation and analysis of how evidence supports writing.
* With support, can demonstrate insight and understanding of text and provides evidence in writing.
* With guidance and support, uses persuasive and valid reasoning to connect evidence with claim(s)
 | * With some support, can demonstrate insight and understanding of text and provides evidence in writing.
* With some support, uses persuasive and valid reasoning to connect evidence with claim(s)
 | * Draws evidence from literary or informational texts to support analysis, reflection, and research.
	+ Apply Reading standards from this level to literature (e.g. “Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.”)
	+ Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”.)
* Can independently demonstrate insight and understanding of text and provides evidence in writing.
* Can independently provide clear explanation/analysis of evidence to support writing.
* Independently uses persuasive and valid reasoning to connect evidence with claim(s)
 |