College and Career Readiness Standard Rubrics: CCR Anchor 1

# CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***Level B Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Focus/ Claim** | * The opinion and supporting details are not clear. | * The student writes to state an opinion, but offers supporting details which are unclear or not developed. | * The student writes an opinion piece which contains a clear focus or opinion. | * The student writes opinion pieces on topics or texts, supporting a point of view with reasons and a clear focus. |
| **Organization** | * No organization is evident. * Conclusion is missing or is inconclusive | * Introduction and topic sentence may be missing. * Writing is sometimes disorganized * Conclusion is present in one sentence. | * Writes an introduction with a topic sentence * Conclusion is clearly defined but limited to one or two sentences. | * Introduces the topic or text they are writing about, states an opinion, and creates an organizational structure that lists reasons. * Provides a concluding statement or section |
| **Evidence/**  **Support** | * Writing lacks supporting details/arguments. | * Supports opinion with minimal and/or irrelevant reasons | * Some supporting details/arguments are evident. * Supports opinion with a relevant reason | * Supporting details are written to persuade the audience. * Supports opinion(s) with two or more relevant facts and details |
| **Language** | * Most sentences are incomplete. * Many errors in grammar, usage, spelling, and punctuation make the writing hard to read and understand. * No linking words | * Many sentences are incomplete. * There are many errors in grammar, usage, spelling and punctuation which sometimes make the writing hard to read and understand. * 1 or 2 linking words connect sentences. | * Most sentences are complete. * There are a few errors in grammar, usage, spelling and punctuation, but they do not interfere with the meaning of the writing. * A few linking words and phrases are used to connect sentences or reasons. | * All sentences are complete * There are few or no errors in grammar, usage, spelling and punctuation. * Uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons |
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# CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***Level C Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Focus/**  **claim** | * Partially addresses aspects of the prompt * Introduces superficial or flawed claim(s) in a weak thesis statement | * Superficially addresses all aspects of the prompt * Introduces claim(s) in a thesis statement | * Competently addresses all aspects of the prompt * Introduces reasonable claim(s) in a clear thesis statement | * Insightfully addresses all aspects of the prompt * Introduces precise claim(s) in a sophisticated thesis statement. |
| **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 transition/linking words, phrases, or clauses * Includes uneven progression of ideas from beginning to end | * Partially orients reader to topic(s) in introduction * Superficially develops claim(s) with body paragraphs * Provides a conclusion which repetitively or partially supports claim(s) * Creates some cohesion through basic transition/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 * Develops claim(s) with relevant body paragraphs * Provides a conclusion that follows from and supports claim(s) * Creates cohesion through transition/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 * Thoroughly 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 transition/linking words, phrases, and clauses within and between paragraphs * Includes purposeful and logical progression of ideas from beginning to end |
| **Evidence/**  **Support** | * Provides minimal and/or irrelevant evidence to support claim(s) * Incorrectly integrates or cites sources and/or text evidence that may not be credible | * Provides limited and/or superficial evidence to support claim(s) * Ineffectively integrates or cites adequate sources and/or text evidence | * Provides sufficient and relevant evidence to support claim(s) * Competently integrates and cites credible sources and/or text evidence | * Provides substantial and pertinent evidence to support claim(s) * Effectively integrates and cites credible sources and/or text evidence |
| **Language** | * Uses limited and/or repetitive sentence structure * Contains numerous errors in conventions which cause confusion | * Uses mostly correct and some varied sentence structure * Contains some errors in conventions which may cause confusion | * Uses correct and varied sentence structure * Contains few, minor errors in conventions | * Uses purposeful and varied sentence structure * Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) |
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# CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***Level D Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
| --- | --- | --- | --- | --- |
| **Focus/claim** | * Partially addresses aspects of the prompt * Introduces superficial or flawed claim(s) in a weak thesis statement | * Superficially addresses all aspects of the prompt * Introduces claim(s) in a thesis statement | * Competently addresses all aspects of the prompt * Introduces reasonable claim(s) in a clear thesis statement | * Insightfully addresses all aspects of the prompt * Introduces precise claim(s) in a sophisticated thesis statement. |
| **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 transition/linking words, phrases, or clauses * Includes uneven progression of ideas from beginning to end | * Partially orients reader to topic(s) in introduction * Superficially develops claim(s) with body paragraphs * Provides a conclusion which repetitively or partially supports claim(s) * Creates some cohesion through basic transition/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 * Develops claim(s) with relevant body paragraphs * Provides a conclusion that follows from and supports claim(s) * Creates cohesion through transition/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 * Thoroughly 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 transition/linking words, phrases, and clauses within and between paragraphs * Includes purposeful and logical progression of ideas from beginning to end |
| **Evidence/**  **Support** | * 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) | * Provides limited and/or superficial evidence to support claim(s) * Ineffectively integrates or cites adequate sources and/or text evidence * Minimally refutes specific counter-claim(s) | * 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) | * Provides substantial and pertinent evidence to support claim(s) * Effectively integrates and cites credible sources and/or text evidence * Convincingly refutes specific counter-claim(s) |
| **Analysis** | * Shows limited and/or flawed understanding of topic or text[[1]](#footnote-1) * Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) | * Shows superficial understanding of topic or text * Uses some valid and accurate reasoning to connect evidence with claim(s) | * Shows competent understanding of topic or text * Uses valid reasoning to connect evidence with claim(s) | * Shows insightful understanding of topic or text * Uses persuasive and valid reasoning to connect evidence with claim(s) |
| **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 Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ***Level E Rubric***

|  | **Basic** | **Developing** | **Proficient** | **Mastery** |
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| **Focus/claim** | Partially addresses aspects of the prompt  Introduces superficial or flawed claim(s) in a weak thesis statement | Superficially addresses all aspects of the prompt  Introduces reasonable claim(s) in a thesis statement | Competently addresses all aspects of the prompt  Introduces precise, knowledgeable claim(s) in a clear thesis statement | Insightfully addresses all aspects of the prompt  Introduces artful, precise, and knowledgeable claim(s) in a sophisticated thesis statement |
| **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 |
| **Evidence/**  **Support** | * 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) |
| **Analysis** | * Shows limited and/or flawed understanding of topic or text * Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) | * Shows superficial understanding of topic or text * Uses some valid and accurate reasoning to connect evidence with claim(s) | * Shows competent understanding of topic or text * Uses valid reasoning to connect evidence with claim(s) | * Shows insightful understanding of topic or text * Uses persuasive and valid reasoning to connect evidence with claim(s) |
| **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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1. Adapted from the Elk Grove Unified School District. [↑](#footnote-ref-1)