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** |
| --- | --- | --- | --- | --- |
| **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** |
| --- | --- | --- | --- | --- |
| **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** |
| --- | --- | --- | --- | --- |
| **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 promptIntroduces reasonable claim(s) in a thesis statement  | Competently addresses all aspects of the promptIntroduces 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)