**Rubric Deconstruction**

Compare the rubric with the provided CCSS Anchor Standards. Look for the alignment between the two documents, but also for the characteristics that distinguish one from the other.

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| --- | --- | --- | --- |
| Scoring Element | Rubric words, phrases, concepts that match those in the standards | Rubric words, phrases, concepts which indicate quality of student response | Other thoughts/notes/questions |
| Focus |  |  |  |
| Controlling Idea |  |  |  |
| Reading/Research |  |  |  |

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| --- | --- | --- | --- |
| Development |  |  |  |
| Organization |  |  |  |
| Conventions |  |  |  |
| Content Understanding |  |  |  |

Selected CCR Standards

CCR Anchor Standards for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

CCR Anchor Standards for Reading

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

 CCR Anchor Standards for Language

1. Demonstrates a command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrates a command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for

 meaning or style, and to comprehend more fully when reading or listening.