

College and Career Ready (CCR) Task Bank Scoring Rubric

Scoring Criteria	Insufficient Evidence	Developing	Progressing	Accomplished	Exceeds
Research and Investigation: <i>Locating resources independently and/or identifying information within provided texts</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product identifies limited resources and/or information that attempt(s) to address the thesis.	The work product identifies relevant resources and/or information that address(es) the thesis at a basic level.	The work product includes the collection of multiple relevant, authoritative information sources that effectively address the thesis.	The work product meets and goes beyond expectations of the ‘Accomplished’ level, demonstrating a high level of proficiency. <i>For example:</i> The work product also demonstrates a broadening or narrowing of inquiry when appropriate.
Ideas and Content: <i>Presenting a thesis and understanding concepts</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product presents a thesis that may lack clarity or purpose and demonstrates a basic understanding of content.	The work product presents a thesis and demonstrates an understanding of key content with only minor errors in explanation.	The work product articulates a clear and defensible thesis and demonstrates strong grasp of content with minimal or no errors in explanation.	The work product meets and goes beyond expectations of the ‘Accomplished’ level, demonstrating a high level of proficiency. <i>For example:</i> The work product also makes connections between and across content of varying disciplines.
Reading and Analysis: <i>Evaluating sources and selecting evidence to support the central idea</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product includes limited analysis and evidence from reading materials to support the central idea; includes little or no evaluation of sources.	The work product demonstrates analysis and integration of evidence from reading materials to support the central idea; includes some evaluation of sources.	The work product effectively analyzes and synthesizes multiple sources of information to support the central idea, critically evaluates the strengths and limitations of reading materials, and makes connections between sources.	The work product meets and goes beyond expectations of the ‘Accomplished’ level, demonstrating a high level of proficiency. <i>For example:</i> The work product also makes note of and explains any discrepancies and/or competing perspectives in the reading materials.
Communication: <i>Using subject-appropriate language and considering audience</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product attempts to use discipline-specific language, though may do so inaccurately; demonstrates little consideration of audience.	The work product uses discipline-specific vocabulary and language with few errors, and demonstrates some consideration of the audience.	The work product effectively integrates discipline-specific vocabulary and language; demonstrates consideration of the audience’s knowledge of the topic.	The work product meets and goes beyond expectations of the ‘Accomplished’ level, demonstrating a high level of proficiency. <i>For example:</i> The work product also anticipates the audience’s knowledge level, concerns, values and possible biases and addresses the points that are most significant to the audience.
Organization: <i>Structuring main ideas and supporting information</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product attempts to organize main ideas and supporting information, but lacks a strong cohesive structure; transitions may not contribute to the flow or provide linkage between ideas.	The work product uses a basic, discipline-appropriate structure with main ideas, transitions, and supporting information that is suitable for the writing assignment.	The work product reveals a clear, discipline-appropriate structure including an introduction, a conclusion, and transitions that make connections and distinctions between ideas; includes claims, counterclaims, and supporting evidence.	The work product meets and goes beyond expectations of the ‘Accomplished’ level, demonstrating a high level of proficiency. <i>For example:</i> The work product has a strong, inviting introduction and uses paragraphs that build in significance from beginning to end, capturing the reader’s attention.
Accuracy: <i>Attending to detail, grammar, spelling, conventions, citations, and formatting</i>	The work product is incomplete in this category. Some crucial elements may not be present.	The work product demonstrates some attention to detail and a limited control of standard English; may contain numerous errors in spelling, punctuation, conventions, and grammar that may detract from the meaning; attempts to include citations, but may do so inconsistently or incorrectly.	The work product demonstrates attention to detail and a control of standard English with limited errors in spelling, punctuation, conventions and grammar that do not detract from the meaning; citations are included with minimal formatting errors.	The work product demonstrates strong attention to detail and a firm command of standard English with very few errors in spelling, punctuation, conventions, and grammar; citations are consistently used with correct formatting.	The work product meets and goes beyond expectations of the ‘Accomplished’ level, demonstrating a high level of proficiency. <i>For example:</i> The work product also demonstrates an effort to incorporate revisions and feedback from various sources to produce a refined written product.

