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|  | Proficient | Non-proficient |
|  | Thorough Understanding(4) | Adequate Understanding (3) | Partial Understanding(2) | Minimal Understanding(1) |
| Statement of Purpose/Focus |  Clearly states opinion Purposefully focused  Strongly maintained throughout    |  Adequately states opinion  Generally focused  Generally maintained (some loosely related material may be present) |  Somewhat unclear opinion  Somewhat unfocused or minor drift in focus Somewhat or insufficiently maintained (some extraneous material) |  Lacks opinion  Major drift in or lacks focus or unrelated ideas intrude Too brief to be maintained |
| Organization |  Effectively introduces the topic or text (context) with attention to audience and purpose  Effectively uses linking words and/or phrases to connect opinion and reasons Effectively uses a concluding statement/section that addresses purpose and audience |  Adequately introduces the topic or text (context) Adequately uses linking words and/or phrases to connect opinion and reasons (some ideas may be loosely connected) Adequately uses a concluding statement/section  | Weak introduction  Inconsistently uses linking words  Weak concluding statement/ section |  Lacks introduction  Few or no linking words are Evident Lacks concluding statement/ section  |
| Elaboration of Evidence | Thoroughly and convincingly supports main idea with reasons related to topic/text Effective integration of facts, definitions, and details from experiences/sources Effective elaboration of main idea (may include Illustrations, etc.) | Adequately supports main idea with reasons related to topic/text Adequate integration of facts and definitions from experiences/sources  Adequate elaboration of main idea (may include Illustrations, etc.) |  Limited support of main idea with reasons related to topic/text  Some integration of facts and definitions fromexperiences/sources Some elaboration of main idea |  No support of main idea with reasons related to topic/text Integration of facts and definitions from experiences/sources is in error or irrelevant or absent No elaboration  |
| Language and Vocabulary |  Effective use of vocabulary/language appropriate to writing task (may mix precise and more general language) |  Adequate use of vocabulary/language appropriate to writing task (may mix precise and more general language) |   Some use of vocabulary/language appropriate to writing task (simplistic language used) |  Vague, unclear, or confusing vocabulary/language is used |
| Conventions | **Effectively and consistently:**  Few, if any, errors in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling | **Adequately:** Some errors in usage and sentence formation are present (no pattern of errors) Adequate use of punctuation, capitalization, and spelling  | **Inconsistently:** Frequent errors in usage and sentence formation may obscure meaning [may include pattern(s) of errors Inconsistent use of punctuation, capitalization, and spelling  | **Rarely:** Severe errors in usage and sentence formation obscure meaning [may include pattern(s) of errors]  Severe errors in punctuation, capitalization, and spelling obscure meaning |

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|  | **Celebrations/Strengths** | **Next Steps for** **Instruction** | **Level of Adult Support** |
| Statement of Purpose/Focus |  |  |  High Medium Low |
| Organization |  |  |  High Medium Low |
| Elaboration of Evidence |  |  |  High Medium Low |
| Language and Vocabulary |  |  |  High Medium Low |
| Conventions |  |  |  High Medium Low |