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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  Clearly provides context for the opinion  |  Adequately states opinion  Generally focused  Generally maintained (some loosely related material may be present ) Adequately provide context for the opinion |  Somewhat unclear opinion Somewhat unfocused or minor drift in focus Somewhat or insufficiently maintained (some extraneous material) Some context is provided for the opinion |  May be loosely related to purpose **or** confusing **or** ambiguous **or** lacks opinion  Major drift in or lacks focus  Too brief to be maintained Insufficient or lacks context for the opinion |
| Organization |  Clearly and effectively introduces the topic or text with attention to audience and purpose Logically groups ideas from beginning to end  Logical progression of ideas from beginning to end  Effectively uses a variety of linking words and phrases to connect opinion and reasons  Effective concluding statement/section is related to the task and addresses audience and purpose  |  Adequately introduces the topic or text with attention to audience and purpose  Adequately groups ideas from beginning to end Adequate progression of ideas from beginning to end  Adequately uses a variety of linking words and phrases to connect opinion and reasons (some ideas may be loosely connected)  Adequately provides a concluding statement /section that is related to the task and addresses audience and purpose  | Weak introduction  Uneven grouping of ideas Uneven progression of ideas from beginning to end  Inconsistently uses linking words and phrases  Weak concluding statement/ section |  Lacks introduction  Unrelated ideas intrude **or** does not group ideas  Frequent extraneous ideas intrude **or** lacks progression of ideas Few **or** no linking words and phrases, and clauses are evident  Lacks concluding statement/ section  |
| Elaboration of Evidence | Thoroughly and convincingly supports opinion and reasons with facts and/or details related to topic  Smoothly integrates comprehensive and relevant evidence from sources  Precisely lists all sources  Effectively uses a variety of elaborative techniques  |  Adequately supports opinion and reasons with facts and/or details related to topic  Adequately integrates relevant evidence from sources  Adequately lists sources  Adequately uses some elaborative techniques  |  Uneven **or** cursory support of opinion and reasons with partial/uneven use of facts and/or details related to topic  Weakly integrates relevant evidence from sources  Uneven **or** inconsistent listing of sources  Weak **or** uneven use of elaborative techniques  |  Minimal **or** no support of opinion and reasons with use of facts and/or details related to the topic  Integration of evidence from sources is minimal **or** in error **or** irrelevant **or** absent  List of sources is minimal **or** in error **or** irrelevant **or** absent  Minimal **or** no elaborative techniques are evident  |
| Language and Vocabulary |  Clearly and effectivelyexpresses ideas usingprecise academic vocabulary Clearly and effectivelyexpresses ideas usingprecise domain-specificvocabulary Clearly uses language and vocabulary that is appropriate for audience and purpose |  Adequately uses academicvocabulary (may mix preciseand more general language) Adequately uses domain specific vocabulary Adequately uses language and vocabulary that is appropriate for audience and purpose |  Uneven use of academicvocabulary or simplisticlanguage Uneven use of domain specific vocabulary orsimplistic vocabulary Uneven or inappropriate use of language and vocabulary that is appropriate for audience and purpose |  Limited or vague or unclearor confusing use of academicvocabulary or language Limited or vague or unclear or confusing use of domain specific vocabulary Limited sense of audience and purpose  |
| 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 systematic pattern of errors)  Adequate use of punctuation, capitalization, and spelling  | **Inconsistently:** Frequent errors in usage and sentence formation may obscure meaning  Inconsistent use of punctuation, capitalization, and spelling  | **Rarely:** Severe errors in usage and sentence formation obscure meaning   Severe errors in punctuation, capitalization, and spelling obscure meaning |

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|  | **Celebrations/Strengths** | **Next Steps for** **Instruction** |
| Statement of Purpose/Focus |  |  |
| Organization |  |  |
| Elaboration of Evidence |  |  |
| Language and Vocabulary |  |  |
| Conventions |  |  |