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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 an opinion    |  Adequately states opinion  |  Somewhat unclear opinion  |  Lacks opinion  |
| Organization |  Structure matches purpose  Effectively introduces the topic or text  Provides a clear sense of closure |  Structure is present Adequately introduces the topic or text Provides some sense of closure |  Structure is starting to emerge Weak introduction Provides a weak sense of closure |  Structure is random or unclear Lacks Introduction Lacks a sense of closure |
| Elaboration of Evidence |  Supports opinion with multiple reasons related to topic/text (may include the use of linking words/phrases; may include integration of evidence from experiences/sources) |  Supports opinion with a reason related to topic/text (may include the use of linking words and/or phrases; may include integration of evidence from experiences/sources) |  Provides a reason that is insufficiently connected to the topic/text |  No support of opinion with reason related to topic/text |
| 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 |