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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 |