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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 opinion with reasons related to topic/text  Effectively integrates  evidence from  experiences/sources  Effectively elaborates on reasons | Adequately supports opinion  with reasons related to  topic/text  Adequately integrates some  evidence from  experiences/sources  Adequately elaborates on  reasons | Limited support of opinion with reasons related to topic/text  Some integration of evidence from experiences/sources  Some elaboration of reasons | No support of opinion with  reasons related to topic/text  Integration of evidence 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 |