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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 | Lacks opinion  Major drift in or lacks focus or unrelated ideas intrude  Too brief to be maintained  Insufficient or lacks context for the opinion |
| Organization | Effectively introduces the  topic or text (context) with  attention to audience and  purpose  Logical progression of ideas from beginning to end  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)  Adequate progression of ideas from beginning to end  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  Uneven progression of ideas from beginning to end  Inconsistently uses  linking words  Weak concluding statement/ section | Lacks introduction  Unrelated ideas intrude or lacks evidence of progression of ideas from beginning to end  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  Logical progression of ideas from beginning to end  Effectively integrates  evidence from  experiences/sources  Effectively elaborates on reasons | Adequately supports opinion  with reasons related to  topic/text  Adequate progression of ideas from beginning to end  Adequately integrates some  evidence from  experiences/sources  Adequately elaborates on  reasons | Limited support of opinion with reasons related to topic/text  Uneven progression of ideas from beginning to end  Some integration of evidence from experiences/sources  Some elaboration of reasons | No support of opinion with  reasons related to topic/text  Unrelated ideas intrude or lacks evidence of progression of ideas from beginning to end  Integration of evidence from experiences/sources is in  error or irrelevant or absent  No elaboration |
| Language and Vocabulary | Clearly and effectively  expresses ideas using  precise academic vocabulary  Clearly and effectively  expresses ideas using  precise domain-specific  vocabulary  Clearly uses language and vocabulary that is appropriate for audience and purpose | Adequately uses academic  vocabulary (may mix precise  and more general language)  Adequately uses domain specific vocabulary  Adequately uses language and vocabulary that is appropriate for audience and purpose | Uneven use of academic  vocabulary or simplistic  language  Uneven use of domain specific vocabulary or  simplistic vocabulary  Uneven or inappropriate use of language and vocabulary that is appropriate for audience and purpose | Limited or vague or unclear  or confusing use of academic  vocabulary or language  Limited or vague or unclear or confusing use of domain specific vocabulary  Little sense of 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 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** |
| Statement of  Purpose/Focus |  |  |
| Organization |  |  |
| Elaboration of Evidence |  |  |
| Language and Vocabulary |  |  |
| Conventions |  |  |