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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scoring Elements** | **Not Yet** | | **Approaches Expectations** | | | **Meets Expectations** | | | **Advanced** | |
| **1** | **1.5** | | **2** | **2.5** | | **3** | **3.5** | | **4** |
| **Focus** | Attempts to address prompt, but lacks focus.  Engages in act of writing without specific attention to meaning. |  | | Addresses prompt by forming an opinion.  Begins to focus on the prompt |  | | Addresses prompt appropriately and maintains focus on opinion. Provides a generally convincing reason for opinion. |  | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing opinion. |
| **Controlling Idea** | Attempts to establish an opinion, but lacks clarity.  (L2) Does not provide a reason for opinion. |  | | Establishes an opinion  (L2) Attempts to give a reason for opinion. |  | | Establishes a credible opinion.  (L2) Develops and gives a reason for opinion. |  | | Establishes and maintains a substantive and credible opinion. (L2) Develops and gives several credible reasons for the opinion. |
| **Reading/ Research** | Makes no connection to reading materials. |  | | Presents information from reading materials relevant to the opinion. |  | | Accurately presents details from reading materials relevant to the opinion. |  | | Accurately and effectively presents important details from multiple reading materials to support opinion. |
| **Development** | Attempts to support ideas in a developmentally appropriate manner. |  | | Supports ideas with one or two relevant, specific details (L3) Makes a weak connection to the opinion. |  | | Supports the point of view and develops the focus using appropriate details.  (L3) Makes a connection with relationship to opinion. |  | | Supports ideas with two or three relevant, specific details  Shows evidence of logical thinking to support ideas  (L3) Makes a relevant connection to clarify opinion. |
| **Organization** | Uses little or no organizational structure. States an opinion with no support. |  | | Uses limited organizational structure. States an opinion with minimal support. |  | | Uses an organizational structure. States an opinion listing some reasons that support point of view. |  | | Maintains an organizational structure. States an opinion listing logical reasons that support point of view. |
| **Conventions** | Attempts to use language with little or no support. Minimal use of capital letters at the beginning of sentences, ending sentence with punctuation, and spaces between words. |  | | Uses limited language to support the opinion. Some use of capital letters at the beginning of sentences, ending sentence with punctuation, and spaces between words. |  | | Uses appropriate language to clarify the opinion..  Shows evidence of correct word usage, more correct spelling, and more correct capitalization and punctuation.  May mention one or more sources. |  | | Chooses language appropriate for the audience/purpose.  Makes few errors in usage.  Uses a variety of words effectively.  Makes few errors in conventions that do not interfere with meaning.  Gives credit to one or more sources with title and author |
| **Content Understanding** | Attempts to include disciplinary content in topic, but understanding is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the topic; shows basic understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the topic with reasons that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content relating to the opinion(s) which demonstrates understanding. |