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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 detailsShows 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. |