|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeding Standard****(4)** | **At Standard** **(3)** | **Approaching Standard** **(2)** | **Below Standard**  **(1)** |
| **Focus/****Opinion*** **W – 1a**
* **W – 1 b**
* **W - 4**
 | * States an opinion that demonstrates an insightful understanding of topic/text
 | * States an opinion that demonstrates an understanding of topic/text
 | * States an opinion that demonstrates limited understanding of topic/text
 | * Does not state an opinion and/or demonstrates little to no understanding of topic/text
 |
| **Organization*** **W – 1a**
* **W – 1c**
* **W – 1d**
* **W – 4**
 | * Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion
* Uses linking words, phrases, and clauses skillfully to connect reasons to opinion
 | * Organizes ideas and information into logical introductory, body, and concluding paragraphs
* Uses linking words and phrases appropriately to connect reasons to opinion
 | * Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion
* Uses some linking words and/or phrases to connect reasons to opinion but simplistically
 | * Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion
* Uses no linking words or phrases
 |
| **Support/****Evidence*** **RIT – 1**
* **W – 1b**
* **W – 9b**
 | * Supports opinion skillfully with substantial and relevant facts, details, and/or reasons
* Provides insightful explanation/analysis of how evidence supports opinion
 | * Supports opinion with relevant facts, details, and/or reasons
* Provides clear explanation/ analysis of how evidence supports opinion
 | * Supports opinion with minimal and/or irrelevant facts, details, and/or reasons
* Provides some explanation/ analysis of how evidence supports opinion
 | * Does not support opinion with facts, details, and/or reasons
* Provides no or inaccurate explanation/analysis of how evidence supports opinion
 |
| **Language*** **L – 1**
* **L – 2**
 | * Uses purposeful, correct, and varied sentence structures
* Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning
* Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose
 | * Uses correct and varied sentence structures
* Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning
* Uses academic and domain-specific vocabulary appropriate for the audience and purpose
 | * Uses some repetitive yet correct sentence structure
* Demonstrates some grade level appropriate conventions, but errors obscure meaning
* Uses limited academic and/or domain-specific vocabulary for the audience and purpose
 | * Does not demonstrate sentence mastery
* Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning
* Uses no academic or domain-specific vocabulary
 |