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| --- | --- | --- | --- | --- |
|  | **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 |