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| **Assessment:** |  |
|  | **Score** | **4****Exceeding the Standard** | **3****Meeting the Standard** | **2****Approaching the Standard** | **1****Attempting the Standard** |
| **Position***Claim/Position* |  | * Precise claim represents an insightful interpretation of information from sources
* Two or more claims is refined and distinguished from one specific counterclaim
* Specific information is precise, accurate and factual.
 | * Clear claim represents a valid interpretation of information from sources
* Two or more claims are consistent and one counterclaim is acknowledged
* Information is accurate and factual
 | * General claim references information from sources
* Claim is established and counterclaims are implied
* Information is mostly accurate, may have some incorrect facts
 | * Claim is vague, unclear or represents a misunderstanding of sources
* Claim is inconsistent without purpose, contradictory, or incomplete without counterclaims.
* Information is implausible with many incorrect facts
 |
| **Argument***Development/Evidence* |  | * Specific and Relevant evidence from sources support the claim
* Explicit connections between specific evidence and the claim/counterclaim unify the argument
* Careful and logical reasoning of ideas, attention to specific details.
 | * Relevant evidence from the sources supports the claim
* Connections between the evidence and original claims make a cohesive argument
* Valid and rational reasoning of ideas
 | * Evidence from sources partially supports the claim
* Implicit connections between the evidence and the claims structure the argument
* Reasoning makes sense, minor errors in logic
 | * Evidence from sources is absent or doesn’t support the claim
* Few connections between the evidence and the claim make writing disjointed.
* Repetitive, Circular or contradictory reasoning
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| **Organization***Structure* |  | * An Op Ed structure with creative and catchy introduction and conclusion
* Logical, artful or strategic sequence of information
* Natural and consistent use of transitions between ideas
 | * Appropriate format and structure for an Op Ed
* Logical Sequence of information
* Transitions carry the reader from point to point
 | * Op Ed is structured with technical errors in formatting.
* Information is presented like a list
* Implicit transitions between ideas
 | * Op Ed is unclear or inappropriate formatting or structure.
* Information is presented in a random order, like a brainstorm
* Ideas jump from one to another with few transitions
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| **Language & Conventions** |  | * Language and style is engaging and unique for an Op Ed
* Error-free, Evidence of thorough editing and proofreading
* Natural and artful flow of language is compelling
 | * Language and style is engaging and suitable for an Op Ed
* Few errors evidence editing and proofreading
* Language and word choice is fluid and convince the reader
 | * Language and style is appropriate for a general audience
* Some careless errors show the writing needed additional editing/proofreading
* Language flows with some mistakes in word choice
 | * Language or style is inappropriate for a school assignment
* Many errors make comprehension difficult
* Mistakes with word choice, extra words or missing words make comprehension difficult.
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| **Total** |  | Notes: |

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| --- | --- | --- |
| Strengths | Struggles | Strategies |
| How is the writing strong? | How could the writing be improved? | What can be done to make the change? |
|  |  |  |
| My Achievement Goal: |
| For next time, I want to improve . . .  | To make this change, I plan to . . .  | I might need help with . . .  |