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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 |
| **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 |
| **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. |
| **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 . . . |