

## KAS Opinion Rubric - Grade 1

**Guiding Principle C1:** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

*Note: In Grade 1, students compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (C.1.1) The shift to composing arguments begins in Grade 6.*

| Scoring Element              | Novice   | Apprentice  | Proficient   | Distinguished   |
|------------------------------|--|---|--|---|
| <b>Clarity and Coherence</b> | States the topic and an opinion, but may <b>lack</b> focus or be <b>unclear</b> .<br><b>Misses many or all</b> demands of the prompt/task.   | States a <b>general</b> topic and an opinion that address the prompt/task, but may have <b>lapses</b> in focus.<br><b>Attempts</b> to address <b>some</b> demands of the prompt/task.   | States the topic and an opinion.<br>Addresses <b>all</b> demands of the prompt/task.   | Skillfully states the topic and an opinion.<br><b>Thoroughly</b> addresses all demands of the prompt/task.  |
| <b>Support</b>               | Includes <b>minimal or no purposeful</b> support of opinion with reasons.<br>Provides <b>incomplete, inaccurate and/or irrelevant</b> explanation of reasons.<br>Provides <b>minimal or unrelated</b> reasons and <b>lacks sufficient</b> details to support the opinion.  | <b>Attempts</b> to support opinion with reasons.<br>Provides <b>vague and/or general</b> explanation of reasons.<br>Provides <b>vague and/or general</b> reasons with details to support the opinion.   | Supports opinion with reasons.<br>Provides <b>clear</b> explanation of reasons.<br>Provides reasons with details to <b>clearly</b> support the opinion.  | <b>Thoroughly</b> supports opinion with reasons.<br>Provides <b>carefully selected</b> explanation of reasons to <b>strengthen the opinion</b> .<br>Provides reasons with details to <b>thoughtfully</b> support the opinion.   |
| <b>Sourcing</b>              | Uses <b>one or no</b> provided source(s) or <b>ineffectively</b> uses a minimum of two provided sources to support the opinion.<br><b>Little or no</b> use of reasons from the texts.  | Uses a minimum of two provided sources to <b>attempt</b> to support the opinion.<br><b>Attempts</b> to use reasons from the texts.  | <b>Accurately and effectively</b> uses a minimum of two provided sources to support the opinion.<br><b>Effectively</b> uses reasons from the texts.  | Accurately and <b>skillfully</b> uses a minimum of two provided sources to support the opinion.<br><b>Consistently and thoroughly</b> uses reasons from the texts.  |
| <b>Organization</b>          | <b>Minimal or no</b> attempt to introduce the topic and an opinion.<br><b>Minimal or no</b> attempt to organize reasons and may include <b>minimal or insufficient</b> details.<br>Makes <b>minimal or no attempt</b> to use transitions to connect the opinion and reasons.<br>Provides a <b>weak</b> conclusion section or <b>lacks</b> a conclusion section to support the opinion. | <b>Attempts</b> to introduce the topic and an opinion.<br><b>Attempts</b> to organize reasons that are supported by details, but contains <b>some lapses that disrupt the cohesion or are inappropriate</b> .<br><b>Attempts</b> to use transitions to connect the opinion and reasons, but they are <b>ineffective</b> .<br>Provides a conclusion section <b>in an attempt</b> to support the opinion. | Introduces the topic and an opinion.<br>Organizes reasons that are supported by details.<br>Uses <b>effective</b> transitions to connect the opinion and reasons.<br>Provides an <b>effective</b> conclusion section to support the opinion. | <b>Skillfully</b> introduces the topic and an opinion.<br><b>Thoroughly</b> organizes reasons that are supported by details.<br>Uses a <b>variety</b> of transitions to create a <b>strong</b> connection between the opinion and reasons.<br>Provides a <b>thorough</b> conclusion section to support the opinion. |
| <b>Language/ Conventions</b> | Makes <b>significant</b> errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>interfere</b> with understanding the writing.   | Makes <b>frequent</b> errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>may interfere</b> with understanding the writing.   | <b>Effectively</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>minor</b> errors that <b>do not interfere</b> with understanding the writing.                                   | <b>Skillfully</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>few</b> , minor errors that do not interfere with understanding the writing.  |