

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