

KAS Opinion Rubric - Grade 2

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 2, students compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons (C.2.1) The shift to composing arguments begins in Grade 6.

Scoring Element	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	States an opinion that may lack focus or be unclear . Misses many or all demands of the prompt/task.	States a general opinion that addresses the prompt/task, but may have lapses in focus. Attempts to address some demands of the prompt/task.	Introduces and maintains an opinion. Addresses all demands of the prompt/task.	Skillfully introduces and maintains 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	Creates minimal or no overall structure. Ineffectively organizes an opinion with reasons that are supported by 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 create a structure for the opinion. Organizes introduction of the topic and states an opinion with 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.	Creates and maintains a clear structure to develop the opinion. Effectively organizes introduction of the topic and states an opinion with reasons that are supported by details. Uses effective transitions to connect the opinion and reasons. Provides an effective conclusion section to support the opinion.	Creates and maintains a sophisticated structure to develop the opinion. Skillfully organizes introduction of the topic and states an opinion with reasons that are supported by details. Consistently 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	Lacks or uses an inappropriate formal tone or voice. Uses simple or inappropriate word choice. Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization	Uses a weak formal tone or voice and/or has lapses in appropriate tone or voice. Attempts appropriate word choice. Makes frequent errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.	Establishes and maintains an appropriate formal tone or voice. Effectively uses appropriate word choice. Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with	Consistently establishes and maintains a sophisticated formal tone or voice. Consistently uses effective and varied word choice. Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few ,

Scoring Element	Novice	Apprentice	Proficient	Distinguished
	and punctuation which interfere with understanding the writing.		understanding the writing.	minor errors that do not interfere with understanding the writing.

KDE: OTL: DPS: WH