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| **Grade 3 Opinion Rubric** | | | | |
| **When scoring,**  **Consider:** | **4**  **Above Standards** | **3**  **Meets Standards** | **2**  **Approaching Standards** | **1**  **Below Standards** |
| **Organization** | Introduce topic/text by stating a clear claim/opinion including voice  Provides reasons to support the claim/opinion and provides specific examples for each  Concluding statement restates claim | Introduce topic/text by stating a clear claim/opinion  Clear structure to writing, including an introduction, reasons, and a conclusion. | States a claim and includes reasons but reasons do not support claim  Conclusion provided but does not support writing | Does not state clear claim  Does not provide reasons  No conclusion + |
| **Content & Support** | Student provides an introduction paragraph stating the claim  Provides at least 2 reasons supported by facts and details  Includes a concluding section | Student states a claim  Student provides 2 reasons that support the opinion  Provides a concluding statement | Student has a weak claim  Student provides 2 reasons that may support the claim  Student provides a concluding statement that doesn’t support the claim | Student provides no claim or a weak claim  Student provides reasons that do not support the claim  Student does not provide a conclusion or the conclusion is weak. |
| **Conventions of Language & Mechanics** | Student consistently constructs grammatically correct compound sentences and includes some complex sentences | Student will construct a variety of grammatically correct sentences  Student consistently uses appropriate capitalization and grade-level appropriate grammar & spelling | Student writes with simple sentences that are grammatically correct most of the time  Student inconsistently uses grade-level appropriate punctuation, spelling, and capitalization. | Students sentences are grammatically incorrect which interferes with understanding  Student does not use grade-level spelling, punctuation and capitalization and it interferes with understanding. |
| **Word Choice** | Uses linking words that connect opinion to reasons and connects the introduction and conclusion | Uses linking words that connect opinion to specific reasons (because, therefore, since, for example) | Uses simple linking words to connect opinion to a reason (because, also) | Does not use linking words to connect opinion and reasons |
| **Grade 4 Opinion Rubric** | | | | |
| **When scoring,**  **Consider:** | **4**  **Above Standards** | **3**  **Meets Standards** | **2**  **Approaching Standards** | **1**  **Below Standards** |
| **Organization** | Opinion is clearly stated with 3 or more logically ordered reasons supported by facts and details  Provides a concluding statement related to the opinion expressed | Opinion is clearly stated with 3 reasons supported by facts and details  Provides a concluding statement related to the opinion expressed | Opinion is stated and supported with at least 2 details  Provides a concluding statement | Opinion is not clearly stated and/or reasons are not provided  Partial or no evidence of a concluding statement |
| **Content & Support** | Explicitly states opinions logically supported by clearly related facts and details | Explicitly states opinions supported by clearly related facts and details | Can state an opinion although lacking clarify (too few details) | Opinion is not stated  Missing or unrelated facts |
| **Conventions of Language & Mechanics** | Uses correct capitalization, commas, and quotation marks with few errors | Uses correct capitalization, commas, and quotation marks with occasional errors that do not hinder comprehension | Has an emerging command of capitalization, commas, and quotation marks with some errors that may hinder comprehension | Lacks command of capitalization, commas, and quotation marks with frequent errors that hinder comprehension |
| **Word Choice** | Link opinion & reasons using words, phrases, and clauses (e.g., consequently, specifically) | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) | Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons | Does not or incorrectly uses linking words and phrases |
| **Grade 5 Opinion Rubric** | | | | |
| **When scoring,**  **Consider:** | **4**  **Above Standards** | **3**  **Meets Standards** | **2**  **Approaching Standards** | **1**  **Below Standards** |
| **Organization** | Clear organization with varied and appropriate transitions  Formal style (language, voice, content vocabulary)  Compelling conclusion that supports argument | Clear organization with appropriate transitions  Formal style (language, and content vocabulary)  Provides reasonable conclusion that supports argument | Some attempt at organization with inconsistent use of transitions  Inconsistent style (language and vocabulary)  Conclusion that provides general support to argument | Little attempt at organization but irrelevant to the task  Lack of style and vocabulary  Conclusion is illogical or unrelated to argument |
| **Content & Support** | Introduces claims using clear, precise language while referring to cited source  Clearly states a relevant opinion citing relevant sources  Organizes ideas logically and includes counterargument  Clearly introduces a claim in a way that is compelling and follows logically from task and purpose | Introduces topic using clear, precise language  Clearly states relevant opinion  Organizes ideas logically  Reasons are logically supported by facts and details | Attempts to introduce topic though might be vague  States an opinion  Provides details and facts but not necessarily in a logical order  Attempts to support reasons with facts and details. May have some that are irrelevant | Does not introduce topic or is unclear  Does not state an opinion or opinion is irrelevant  Missing details and facts or they are irrelevant |
| **Conventions of Language & Mechanics** | Exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar usage) and uses them effectively to enhance communication.  Errors are so few and minor that they do not impeded readability | The writing is characterized by correct capitalization, spelling, punctuation, and grammar usage.  Errors, if any, are minor.  Little need for editing | Basic punctuation  Frequent spelling erros that significantly impair readability and meaning  Capitalization is inconsistent or often incorrect  Paragraphs often run together | Readability is significantly impaired. |
| **Word Choice** | Consistently uses words, phrases, and clauses to link opinions and reasons with no errors | Frequently uses words, phrases and clauses to link opinions and reasons with minor errors | Attempts to use words, phrases, and/or clauses to link opinions and reasons | Does not use words, phrases, and clauses to link opinions and reasons. |