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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 voiceProvides reasons to support the claim/opinion and provides specific examples for eachConcluding statement restates claim | Introduce topic/text by stating a clear claim/opinionClear structure to writing, including an introduction, reasons, and a conclusion.  | States a claim and includes reasons but reasons do not support claimConclusion provided but does not support writing  | Does not state clear claimDoes not provide reasonsNo conclusion + |
| **Content & Support** | Student provides an introduction paragraph stating the claimProvides at least 2 reasons supported by facts and detailsIncludes a concluding section | Student states a claimStudent provides 2 reasons that support the opinionProvides a concluding statement | Student has a weak claimStudent provides 2 reasons that may support the claimStudent provides a concluding statement that doesn’t support the claim | Student provides no claim or a weak claimStudent provides reasons that do not support the claimStudent 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 timeStudent 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 detailsProvides a concluding statement related to the opinion expressed | Opinion is clearly stated with 3 reasons supported by facts and detailsProvides a concluding statement related to the opinion expressed | Opinion is stated and supported with at least 2 detailsProvides a concluding statement  | Opinion is not clearly stated and/or reasons are not providedPartial 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 statedMissing 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 transitionsFormal style (language, voice, content vocabulary)Compelling conclusion that supports argument | Clear organization with appropriate transitionsFormal style (language, and content vocabulary)Provides reasonable conclusion that supports argument  | Some attempt at organization with inconsistent use of transitionsInconsistent style (language and vocabulary)Conclusion that provides general support to argument  | Little attempt at organization but irrelevant to the taskLack of style and vocabularyConclusion is illogical or unrelated to argument  |
| **Content & Support** | Introduces claims using clear, precise language while referring to cited sourceClearly states a relevant opinion citing relevant sources Organizes ideas logically and includes counterargumentClearly introduces a claim in a way that is compelling and follows logically from task and purpose | Introduces topic using clear, precise languageClearly states relevant opinionOrganizes ideas logicallyReasons are logically supported by facts and details | Attempts to introduce topic though might be vagueStates an opinionProvides details and facts but not necessarily in a logical orderAttempts to support reasons with facts and details. May have some that are irrelevant  | Does not introduce topic or is unclearDoes not state an opinion or opinion is irrelevantMissing 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 punctuationFrequent spelling erros that significantly impair readability and meaningCapitalization is inconsistent or often incorrectParagraphs 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.  |