

Grade 1: Opinion Writing Rubric *DRAFT*

Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Demonstrates a deep understanding of the topic, text or issue.	Shows a solid understanding of the topic, text or issue.	Demonstrates a limited understanding of the topic, text or issue.	Does not demonstrate understanding, or shows a misunderstanding, of the topic, text or issue.
Organization/ Purpose	States an insightful opinion	States a relevant opinion	Stated opinion is unrelated to task	Opinion is not stated
	Introduction provides some context about topic or text	Briefly introduces the topic or text	Introduction is confusing or off topic	Introduction is missing
	Concluding statement or section clearly restates the opinion in the piece	Concluding statement or section provides some sense of closure	Conclusion is confusing or off topic	Conclusion is missing
Evidence/ Elaboration	Supplies more than one relevant reason to support the opinion	Supplies a reason that supports the opinion	Reason(s) are confusing or irrelevant	No reason given
	Uses many academic and domain-specific vocabulary words	Uses words and phrases acquired through conversations, reading and being read to, and responding to text	Uses a basic vocabulary	Vocabulary is limited or repetitive
Conventions	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage and/or punctuation, capitalization, and spelling are

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

	Effective and consistent use of grade appropriate punctuation, capitalization, and spelling	Adequate use of grade appropriate punctuation, capitalization, and spelling	Inconsistent use of grade appropriate punctuation, capitalization, and spelling	frequent and severe, and meaning is often obscured
--	---	---	---	--

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*