Grade 3: 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 content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
Organization/ Purpose	Introduction provides the context needed to understand the text, topic or issue	**Introduction** provides some context on the text, topic or issue	Introduction is weakly related to the text, topic or issue.	Introduction is missing or off-topic.
	Insightful opinion is clearly communicated, and the focus is strongly maintained	**Opinion** is clearly **stated**, and the focus is mostly maintained	Opinion may be somewhat unclear, or the focus may be insufficiently maintained	Opinion may be confusing or ambiguous; or the focus may drift
	Conclusion reflects on the significance or implications of the opinion presented.	**Provides a concluding statement or section** that restates the opinion of the piece.	Conclusion is only weakly related to the information presented.	Conclusion may be missing or off-topic.
	Logical progression of ideas from beginning to end	**Creates an organizational structure that lists reasons**	Progression of ideas is sometimes unclear	No discernable organizational pattern
	Uses a variety of transitional strategies to clarify the relationships between and among ideas	**Uses linking words and phrases to connect opinion and reasons**	Some transitions and connections may be awkward or unclear	No linking words or phrases used
Evidence/ Elaboration	Evidence (facts and details) from source material is integrated, relevant, and specific	**Provides** evidence and **reasons to support the opinion**	Opinion is insufficiently supported by reasons and evidence; evidence may be insufficient, imprecise, repetitive or vague	Supporting reasons and evidence are minimal, irrelevant, absent, in error or incorrectly used
	Voice and tone enhance content and are appropriate to purpose and audience	Voice and tone are appropriate to purpose and audience	Voice and tone are generally appropriate to purpose and audience, but may be inconsistent	Voice and tone are not appropriate to purpose and audience

*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.*

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

*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.*