

Grade 4: 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	<p>Engaging introduction provides necessary context on the text, topic or issue</p> <p>Insightful opinion is clearly communicated, and the focus is strongly maintained</p> <p>Conclusion reflects on the significance or implications of the opinion presented.</p> <p>Logical progression of ideas from beginning to end with strong connections between and among ideas in paragraphs and sections.</p> <p>Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas</p>	<p>Introduction provides the context needed to understand the text, topic or issue</p> <p>Opinion is clearly stated, and the focus is mostly maintained</p> <p>Concluding statement or section is related to the opinion presented</p> <p>Creates an organizational structure in which related ideas are grouped to support the writer's purpose</p> <p>Links opinion and reasons using words and phrases</p>	<p>Introduction is weakly related to the text, topic or issue.</p> <p>Opinion may be somewhat unclear, or the focus may be insufficiently maintained</p> <p>Conclusion is only weakly related to the information presented.</p> <p>Inconsistent or unclear connections between and among ideas</p> <p>Connects some ideas using linking words and phrases</p>	<p>Introduction is missing or off-topic.</p> <p>Opinion may be confusing or missing; or the focus may drift</p> <p>Conclusion may be missing or off-topic.</p> <p>Frequent extraneous ideas and/or ideas and information seem to be randomly ordered</p> <p>Few/no linking words or phrases used; transitions may be awkward</p>
Evidence/ Elaboration	Evidence (facts and details) from source material is integrated, relevant, and specific	Provides reasons that are supported by facts and details	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

*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.*

	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
Conventions	Few, if any, errors in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed Adequate use of punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning Inconsistent use of punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

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