**TTSD Third Grade Opinion Writing Rubric**

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| **Scoring Guide** | **1**  **(Beginning)** | **2**  **(Developing)** | **3**  **(Proficient)** | **4**  **(Advanced)** |
| **Focus**  CCSS: W-1 | \***Responds to some or no** parts of the prompt  \***Demonstrates little to no** understanding of topic/text | \***Responds to most** parts of the prompt  \***States** an opinion that **demonstrates limited** understanding of topic/text | \***Responds to all** parts of the prompt  \***States** an opinion that **demonstrates** an understanding of topic/text | \***Responds skillfully** to all parts of the prompt  \*States an opinion that **demonstrates an insightful** understanding of topic/text |
| **Organization**  CCSS: W-1a  W-1c  W-1d | **\*Does not** introduce the topic or text written about  **\*Does not** state an opinion  \***Organizes** with **no evidence** of paragraph structure  \***Uses no** linking words | \***Attempts to** introduce the topic or text written about  \***States** an **unclear** opinion  \* **Organizes** ideas and information in an **incomplete** paragraph structure (e.g., missing conclusion)  \***Uses some** linking words to connect reasons to opinion but **simplistically or ineffectively** | \***Introduces** the topic or text written about  \***States** an opinion  \***Organizes** ideas and information using a clear topic sentence, a list of reasons, and a concluding statement or section  \***Uses** a variety of linking words and phrases (*e.g., because, therefore, since, for example*) to connect reasons to opinion | \***Introduces** the topic or text written about  \***States** an opinion  \***Organizes** ideas and information into **logical, coherent** paragraphs with a topic sentence and concluding section that are clear to the reader  \***Uses** linking words and phrases e*.g., for instance, in order to, in addition*) **skillfully** to connect reasons to opinion |
| **Support/Evidence**  CCSS: W-1b  RIT-1 | \***Does not support** opinion with reasons  \***Provides no or inaccurate** explanation of how reasons support opinion | \* **Supports** opinion with **minimal or irrelevant** and/or reasons  \***Provides some** explanation of how reasons support opinion | \***Supports** opinion with s**everal** **relevant** reasons  \***Provides clear** explanation of how reasons support opinion | \***Supports** opinion **skillfully with substantial** and relevant facts, details, and/or reasons  \***Provides explanation/analysis** of how evidence supports opinion |
| **Language-**  **Grammar and Usage**  CCSS: L-1  L-2  L-3a  L-6 | \***Uses** **little to no correct** sentence structure  \***Demonstrates limited** understanding of **grade-level** appropriate conventions, and **errors interfere with the meaning**  \***Uses little to no** language and domain-specific vocabulary **that is minimally appropriate** to the purpose | \***Uses some correct** sentence structures  \***Demonstrates some grade-level** appropriate conventions, but errors may obscure meaning  \* **Uses some grade-level** language and domain-specific vocabulary **somewhat appropriate** to the purpose | \***Uses correct and varied** sentence structures (simple, compound, and complex)  \*Demonstrates **grade level appropriate** conventions; errors are minor  \***Accurately uses grade level** language and domain-specific vocabulary **appropriate** to the purpose | \*Uses **purposeful and varied** sentence structures  \*Demonstrates **creativity and flexibility** when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning  \***Uses above grade level** language and domain-specific vocabulary **appropriate** to the purpose and **audience** |

\*CCSS-Common Core State Standards alignment (“W” =Writing Strand; “RIT” =Reading-Informational Text; “L” =Language Strand)

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