

A student who scores a 4

-Knows expectations

-Perfect mastery

-Does what the prompt asks them to do?

-Understands prompt and knows the audience.

-Uses many transitions.

-Intro. & conclusion might be 2 sentences each.

Opinion Essay Writing Rubric (Grades 3-5)			
Score	Statement of Purpose/Focus and Organization (4-point rubric)	Evidence/Elaboration (4-point rubric)	Conventions/Editing (2-point rubric begins at scorepoint 2)
4	<p>The response is fully sustained and consistently and purposefully <u>focused</u>:</p> <ul style="list-style-type: none"> opinion is clearly stated, <u>focused</u>, and strongly maintained opinion is communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> effective, consistent use of a variety <u>of transitional</u> strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end -organize to make sense. effective <u>introduction</u> and <u>conclusion</u> for audience and purpose 	<p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>-Pulls evidence from all passages.</p> <p>-Puts the passage in own words.</p>

A student who scores a 3

-Knows expectations

-Basic mastery

-Uses maybe 5 transitions.

3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> opinion is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate within the purpose, audience, and task <p>The response has a recognizable organizational structure, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion 	<p>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>-Some evidence from passage.</p>
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A student who scores a 2

-Knows expectations

-Not at mastery level.

-Knows there should be transitions but doesn't know any. Maybe uses one.

<p>2</p>	<p>The response is somewhat sustained with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the opinion but is insufficiently sustained within the purpose, audience, and task • Opinion on the issue may be somewhat unclear and unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak 	<p>The response provides uneven, cursory support/ evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques <p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose <p>-Not relevant info., some summarizing.</p>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling <p>-Constantly not capitalizing proper nouns.</p>
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A student who scores a 1

-Does not know expectations

<p>1</p>	<p>The response may be related to the purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • opinion may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant <p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose <p>-Maybe no evidence. Doesn't understand passage.</p>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
<p>0</p>			<p>The response demonstrates a lack of command of conventions.</p>
<p>NS</p>	<p>Insufficient, illegible, foreign language, incoherent, off-topic, or off-purpose writing</p>		

**-Run-on sentences.
-Error happening over & over.
Sentences may need to be read again to understand.**