

### 3<sup>rd</sup>-5<sup>th</sup> Grade Genesee County Instructional Analytic Rubric for Opinion Writing for Gathering Teaching Points

Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_ Text Structure \_\_\_\_\_

**Opinion:** a belief, judgment, or way of thinking about something, not necessarily based on fact or knowledge. (My favorite..., I think..., I like..., The best..., I feel..., etc.)

	Meets Standards			Approaching Standards			Developing			Emergent		
Content/Ideas	<ul style="list-style-type: none"> <li>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</li> <li>Introduces the topic</li> <li>Supplies at least <b>2</b> relevant reasons( 3<sup>rd</sup>) or at least <b>3</b> relevant reasons (4<sup>th</sup> and 5<sup>th</sup>) for the clearly stated opinion with supporting details</li> <li>No extraneous details included</li> </ul>			<ul style="list-style-type: none"> <li>Clearly stated opinion</li> <li>Does not overuse of pronouns: this, it, that, etc.</li> <li>Includes some proper nouns</li> <li>Supplies at least <b>1</b> relevant reasons( 3<sup>rd</sup>) or at least <b>2</b> relevant reasons (4<sup>th</sup> and 5<sup>th</sup>) for the clearly stated opinion with supporting details</li> <li>May include some extraneous details and/or irrelevant details</li> </ul>			<ul style="list-style-type: none"> <li>Implied opinion (I want...)</li> <li>Minimal reasons for opinion</li> <li>Details unrelated</li> </ul>			<ul style="list-style-type: none"> <li>Gives declarative sentence about topic, not an opinion (I eat ice cream.) or</li> <li>Unreadable</li> <li>Student dictated</li> </ul>		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Organization	<ul style="list-style-type: none"> <li>Clear and effective organizational structure with paragraphing</li> <li>Logical progression of ideas from beginning to end</li> <li>Clear introduction of opinion</li> <li>Linking words and phrases connecting the opinion and at least two reasons</li> <li>Variety of transitional strategies</li> <li>Concluding section related to opinion with phrases such as: this points out, this shows, etc.</li> <li>May include solution to support opinion</li> </ul>			<ul style="list-style-type: none"> <li>Introduction is present</li> <li>Organizational structure includes at least 2 paragraphs</li> <li>Adequate progression of ideas from beginning to end</li> <li>Linking words and phrases such as <i>because</i>, <i>another</i>, <i>also</i>, <i>and</i> connect an opinion <b>and one</b> related reason</li> <li>Adequate use of transitional strategies</li> <li>Sense of closure present, may be irrelevant or unrelated to the opinion</li> </ul>			<ul style="list-style-type: none"> <li>Introduction of topic with implied opinion</li> <li>Organizational structure is one paragraph</li> <li>Uneven progression of ideas and may be loosely connected from beginning to end</li> <li>Linking word(s) such as <i>because</i>, <i>another</i>, <i>also</i>, <i>and</i> connect an implied opinion <b>and one</b> reason</li> <li>Some use of transitional strategies</li> <li>Linking word(s) are within piece, not as link to next idea/paragraph</li> </ul>			<ul style="list-style-type: none"> <li>Writing is not an opinion</li> <li>Little or no organizational structure</li> <li>Unclear progression of ideas</li> <li>Few or no linking words</li> <li>No transitional strategies</li> </ul>		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Style	Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.		
Conventions: See grade level CCSS Grade Level Standards Pg. 28	Well controlled grade appropriate language  Demonstrates command of Standard English: See Common Core Language Standards 1 and 2 (Pg. 28)			Grade appropriate language with occasional lapses in writing conventions that are hardly noticeable  Generally demonstrates command of Standard English: See Common Core Language Standards 1 and 2 (Pg. 28)			<ul style="list-style-type: none"> <li>Demonstrates at least partial knowledge of punctuation, capitalization, and spelling and grammar rules.</li> <li>Complete sentences (no run-ons or fragments)</li> <li>Surface errors do not make understanding difficult</li> <li>Most high frequency words spelled correctly</li> </ul>			<ul style="list-style-type: none"> <li>Lacks command of conventions</li> <li>Few high frequency words spelled correctly</li> <li>Basic capitalization and punctuation is generally correct</li> <li>Understanding of basic grammar rules</li> <li>Errors are frequent and meaning is often obscured</li> </ul>		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	48 47 46 45	44 43 42 41	40 39 38 37	36 35 34 33	32 31 30 29	28 27 26 25	24 23 22 21	20 19 18 17	16 15 14 13	12 11 10 9	8 7 6 5	4 3 2 1