

# 3<sup>rd</sup> Grade Opinion Instructional Analytic Writing Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_ Mode \_\_\_\_\_

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

	Meets Standards			Approaching Standards			Developing			Emergent		
<b>Content/Ideas</b>	<ul style="list-style-type: none"> <li>▪ Writes opinion piece 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 for 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 pronouns: this, it, that, etc.</li> <li>▪ Supplies at least <b>1</b> relevant reason for 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>▪ Stated opinion</li> <li>▪ Statements not reasons</li> <li>▪ No reasons</li> </ul>			<ul style="list-style-type: none"> <li>▪ Gives declarative sentence about topic, not an opinion (I eat ice cream.)</li> <li>▪ Unreadable</li> <li>▪ No clear purpose or focus</li> <li>▪ Undeveloped</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)
<b>Organization</b>	<ul style="list-style-type: none"> <li>▪ Clear introduction of opinion</li> <li>▪ Clear and effective organizational structure with paragraphing</li> <li>▪ Logical progression of ideas from beginning to end</li> <li>▪ Use of linking words and phrases; <i>because</i>, <i>since</i>, <i>for example</i></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>▪ Sense of closure present, may be irrelevant or unrelated to the opinion</li> </ul>						<ul style="list-style-type: none"> <li>▪ Incorrect Text Type (narrative or informational)</li> <li>▪ Little or no organizational structure</li> <li>▪ Unclear progression of ideas</li> <li>▪ No linking words</li> <li>▪ Organizational structure is one paragraph</li> <li>▪ Uneven progression of ideas</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)
<b>Style/Voice</b>	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.		
<b>Conventions: See grade level CCSS Grade Level Standards Pg. 28</b>	<ul style="list-style-type: none"> <li>▪ Well controlled grade appropriate language</li> <li>▪ Demonstrates command of Standard English (See Common Core State Language Standards)</li> <li>▪ Uses information from experiences and/or other sources when applicable</li> <li>▪ Complete list of sources provided when applicable</li> </ul>			<ul style="list-style-type: none"> <li>▪ Well controlled grade appropriate language; may have occasional lapses in writing conventions</li> <li>▪ Use of conventional spelling and spelling patterns with occasional lapses</li> <li>▪ Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)</li> <li>▪ Partial list of sources provided when applicable</li> </ul>			<ul style="list-style-type: none"> <li>▪ High frequency words used are spelled correctly</li> <li>▪ Basic capitalization and punctuation generally correct</li> <li>▪ Understanding of basic grammar rules</li> </ul>			<ul style="list-style-type: none"> <li>▪ Few grade level high frequency words spelled correctly</li> <li>▪ No capitalization/incorrect capitalization</li> <li>▪ No punctuation/incorrect punctuation</li> <li>▪ Surface errors may make understanding difficult</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