




## OPINION WRITING RUBRIC

California Common Core Standards Based – **GRADE 4**



Level	OPINION WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
<b>4</b> Exceeds	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations set forth in 3</li> <li><input type="checkbox"/> Document is well organized and connected</li> <li><input type="checkbox"/> Both opinion and conclusion are clear and well stated</li> <li><input type="checkbox"/> Reasons are well organized with appropriate details</li> </ul>	<p><b>Mostly correct</b> use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets all expectations set forth in 3</li> <li><input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works</li> <li><input type="checkbox"/> Recognizes and corrects inappropriate shifts in verb tense.</li> </ul>	<p>Guidance &amp; Support</p>  <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Read aloud or shared reading</li> <li><input type="checkbox"/> Drawing</li> <li><input type="checkbox"/> Vocabulary word bank</li> <li><input type="checkbox"/> Shared or interactive writing</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Language frames</li> </ul>
<b>3</b> Meets	<p><b>OPINION WRITING (W1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces topic clearly and states an opinion</li> <li><input type="checkbox"/> Creates organizational structure that groups related ideas to support writer's purpose (W1a)</li> <li><input type="checkbox"/> Supplies reasons that support opinion with facts and details (W1b)</li> <li><input type="checkbox"/> Links opinion and reasons with words/phrases such as <i>for instance, in order to, in addition</i> (W1c)</li> <li><input type="checkbox"/> Provides a concluding statement or section related to the opinion (W1d)</li> </ul> <hr/> <p><b>WRITING PROCESS (W4-W8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses clear and coherent writing in multi-paragraph texts that is appropriate to task, purpose, and audience (W4)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Develops and strengthens writing by planning, revising, and editing (W5)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Uses a variety of digital tools to write and publish writing (W6)</li> <li><input type="checkbox"/> <b>WGASFA*</b> Can keyboard/ type a minimum of one page in a single sitting (W6)</li> <li><input type="checkbox"/> Takes notes, paraphrases, and categorizes information, and provides a list of sources (W8)</li> <li><input type="checkbox"/> Draws evidence from text (W9)</li> </ul>	<p><b>Adequate</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons (L1f)</li> <li><input type="checkbox"/> Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>) (L1g)</li> <li><input type="checkbox"/> Writes fluidly and legibly in cursive or joined italics. (L1h)</li> <li><input type="checkbox"/> Uses correct capitalization (L2a)</li> <li><input type="checkbox"/> Uses commas and quotation marks to mark direct speech and quotations from a text (L2b)</li> <li><input type="checkbox"/> Uses a comma before a coordinating conjunction in a compound sentence. (L2c)</li> <li><input type="checkbox"/> Spells grade-appropriate words correctly, consulting references as needed. (L2d)</li> <li><input type="checkbox"/> Chooses words and phrases to convey ideas precisely (L3)</li> <li><input type="checkbox"/> Chooses punctuation for effect (L3)</li> </ul>	
<b>2</b> Almost Meets	<ul style="list-style-type: none"> <li><input type="checkbox"/> Opinion is clear but some reasons are unrelated</li> <li><input type="checkbox"/> May not write multi-paragraphs</li> <li><input type="checkbox"/> Planning for writing is limited</li> <li><input type="checkbox"/> Provides few facts and details</li> <li><input type="checkbox"/> Draws little evidence from text</li> <li><input type="checkbox"/> Uses some linking words/phrases but ideas are scattered</li> </ul>	<p><b>Limited</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses some punctuation correctly</li> <li><input type="checkbox"/> Uses some sentence variety correctly</li> <li><input type="checkbox"/> Spells most words correctly</li> </ul>	
<b>1</b> Does Not Meet	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides few or no details or facts</li> <li><input type="checkbox"/> Provides no concluding statement or is unrelated to opinion</li> <li><input type="checkbox"/> Document is disorganized or incomplete</li> </ul>	<p><b>Infrequent</b> use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Many words spelled incorrectly</li> <li><input type="checkbox"/> Has many errors in capitalization</li> <li><input type="checkbox"/> Writes few complete sentences or only simple sentences</li> <li><input type="checkbox"/> Punctuation includes many errors or is missing</li> </ul>	

• **WGASFA:** "with guidance and support from adults"

This rubric was adapted from rubrics at [sbusrd.org](http://sbusrd.org) and information from Smarter Balanced Assessments ([www.smarterbalanced.org](http://www.smarterbalanced.org)) using the California Common Core Standards at [www.cde.ca.gov](http://www.cde.ca.gov).