**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** linking words and phrases (*i.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 (*i.g., for instance, in order to, in adddition*) **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 and do not obscure meaning\***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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