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| **Opinion Text-based Writing Rubric**  **Grades 4-5** | | | |
| **Score** | **Purpose, Focus, and Organization**  **(4-point Rubric)** | **Evidence and Elaboration**  **(4-point Rubric)** | **Conventions of Standard English**  **(2-point Rubric)** |
| **4** | * The response is consistently focused on task, purpose, and audience. * It is clear, complete, and organized very well. * The response includes most of the following: * Clear and consistent opinion with little or no unrelated ideas * Skillful use of transitions to show relationships among ideas * Clear organization of ideas from beginning to end, including well-written introduction and conclusion | * The response provides detailed and convincing support/evidence for the writer’s opinion. * It effectively uses sources, facts, and details. * The response includes most of the following: * Important evidence naturally included while citing the source. * Effective use of many elaborative techniques   (definitions, quotations, examples, etc.)   * Clear expression of ideas, using specific words * Academic and domain-specific vocabulary * Various sentence structure |  |
| **3** | * The response is focused on task, purpose, and audience. * It is complete and organized. * The response includes most of the following: * Consistent opinion, though may include some unrelated ideas * Good use of transitions with some variety to show relationships among ideas * Organization of ideas from beginning to end, including a sufficient introduction and conclusion | * The response provides support/evidence for the writer’s opinion. * It uses sources, facts, and details. * The response includes most of the following: * Evidence included, sources may or may not be cited * Use of some elaborative techniques   (definitions, quotations, examples, etc.)   * Expression of ideas, using specific and general words * domain-specific vocabulary * some variation in sentence structure |  |
| **2** | * The response is somewhat focused on task, purpose, and audience, but may include unrelated material. * It may have inconsistent organization. * The response may include the following: * Partially focused opinion, but may not be clear * Poor use of transitions with little variety * Uneven organization of ideas from beginning to end, and may include an inadequate introduction or conclusion. | * The response provides uneven support/evidence for the writer’s opinion. * Partial use of sources, facts, and details. * The response includes most of the following: * Poorly included evidence * Repetition or ineffective use of elaborative techniques   (definitions, quotations, examples, etc.)   * Simple expression of ideas * Inappropriate domain-specific vocabulary * Simple sentences | * The response demonstrates an understanding of basic conventions. * The response may include the following: * Some minor errors in usage, but no pattern of errors * Good use of punctuation, capitalization, sentence formation, and spelling |
| **1** | * The response is related to the topic, but may not respond to task, purpose, or audience. * There may be no organizational structure. * The response may include the following: * No clear opinion * Unrelated ideas * Few or no transitions * Too short to show focus or organization | * The response provides little support/evidence for the writer’s opinion. * Little use of sources, facts, and details. * The response includes most of the following: * Incorrect, minimal or unrelated evidence * vague expression of ideas * Limited or inappropriate domain-specific vocabulary * Simple sentences | * The response demonstrates a partial understanding of basic conventions. * The response may include the following: * Various errors in usage * Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling |
| **0** |  |  | The response demonstrates a lack of understanding of conventions, with frequent errors that prevent the reader from understanding the meaning. |