

Opinion Writing Rubric Grade 3

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or text clearly (4W1a) skillfully states an opinion (4W1a) creates an organizational structure in which related ideas are grouped to support the writer’s purpose (4W1a) links opinion and reasons using words and phrases (4W1c) provides a concluding statement or section related to the opinion presented (4W1d) produce clear and coherent writing appropriate to task, purpose, and audience (4W4) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or text being written about (3W1a) states an opinion (3W1a) creates an organizational structure that lists reasons (3W1a) uses linking words and phrases to connect opinion and reasons (3W1c) provides a concluding statement or section (3W1d) produce writing appropriate to task and purpose, with guidance and support from adults (3W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or text being written about attempts to state an opinion attempts to create an organizational structure that lists reasons attempts to use linking words and phrases to connect opinion and reasons attempts to provide a concluding statement or section attempts to produce writing appropriate to task and purpose, with guidance and support from adults 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or text being written about makes little or no attempt to state an opinion makes little or no attempt to create an organizational structure that lists reasons makes little or no attempt to use linking words and/or phrases to connect opinion and reasons makes little or no attempt to provide a sense of closure makes little or no attempt to produce writing appropriate to task and purpose, with guidance and support from adults 	<p>Organization/ Purpose 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> provides reasons that are supported by facts and details (4W1b) uses relevant information from experiences or print and digital sources (4W8) provides a list of sources, when appropriate (4W8) 	<p>The writing –</p> <ul style="list-style-type: none"> provides reasons to support opinion (3W1b) uses information from experiences or print and digital sources (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to provide reasons to support opinion attempts to use information from experiences or print and digital sources 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to provide reasons to support opinion makes little or no attempt to use information from experiences or print and digital sources 	<p>Evidence/ Elaboration 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)* has errors that do not interfere with understanding (4L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/ Conventions 1 x =</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in a language other than English, off topic, and/or off purpose

*Conventions Chart p. 2

CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e) • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3L2f) • Correctly spell words at grade level and below 	<p>Capitalize</p> <ul style="list-style-type: none"> • Appropriate words in titles (3L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> • In addresses (e.g. 12345 67th Ave., Spokane, WA) (3L2b) • use commas and quotation marks in dialogue (3L2c) <p>Apostrophe:</p> <ul style="list-style-type: none"> • In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d) 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular plural nouns. (3L1b) • Correctly use abstract nouns (e.g., childhood). (3L1c) <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular verbs. (3L1d) • Correctly use simple verb tenses (e.g. I walked; I walk; I will walk). (3L1e) <p>Adjectives:</p> <ul style="list-style-type: none"> • Correctly use comparative and superlative adjectives and adverbs. (3Lg) <p>Agreement:</p> <ul style="list-style-type: none"> • Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f) • Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h) 	<ul style="list-style-type: none"> • Produce simple, compound, and complex sentences. (3L1i)

* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*
Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier