

Opinion Writing Rubric Grade 4

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"> ▪ Skillfully introduces the topic or text clearly (5W1a) ▪ Skillfully states an opinion (5W1a) ▪ creates an organizational structure in which ideas are logically grouped to support the writer’s purpose (5W1a) ▪ links opinion and reasons using words, phrases and clauses (5W1c) ▪ skillfully provides a concluding statement or section related to the opinion presented (5W1d) ▪ skillfully produce clear and coherent writing appropriate to task, purpose, and audience (5W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic or text clearly (4W1a) ▪ 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"> ▪ attempts to introduces the topic or text ▪ attempts to state an opinion ▪ attempts to create an organizational structure in which related ideas are grouped to support the writer’s purpose ▪ attempts to link opinion and reasons using words and/or phrases ▪ attempts to provide a concluding statement or section related to the opinion presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the topic or text ▪ makes little or no attempt to state an opinion ▪ makes little or no attempt to create an organizational structure in which related ideas are grouped to support the writer’s purpose ▪ makes little or no attempt to link opinion and reasons using words and/or phrases ▪ makes little or no attempt to provide a concluding statement or section related to the opinion present ▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	Organization/ Purpose 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ provides logically ordered reasons that are supported by facts and details (5W1b) ▪ uses relevant information from experiences or print and digital sources (5W8) ▪ summarizes or paraphrases information in finished work (5W8) ▪ skillfully provides a list of sources, when appropriate (5W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ provides reasons that are supported by facts and details (4W1b) ▪ recalls relevant information from experiences or print and digital sources to support opinion (4W8) ▪ provides a list of sources when appropriate, when appropriate (4W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to provide reasons that are supported by facts and details ▪ attempts to recall relevant information from experiences or print and digital sources to support opinion ▪ attempts to provide a list of sources when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to provide reasons that are supported by facts and details ▪ makes little or no attempt to recall relevant information from experiences or print and digital sources to support opinion ▪ makes little or no attempt to provide a list of sources when appropriate, when appropriate 	Evidence/ Elaboration 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> • demonstrates a command of grade level appropriate standard English grammar, usage, and conventions (5L1-2)* ▪ has errors that do not interfere with understanding (5L1-2)* 	<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"> ▪ attempts to demonstrates 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 	Language/ Conventions 1 x ____ = ____

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 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spell grade-appropriate words correctly, consulting references as needed. (4L2d) 	<ul style="list-style-type: none"> Uses correct capitalization. (4L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Use commas and quotation marks to mark direct speech and quotations from a text. (4L2b) Use a comma before a coordinating conjunction (and, but, for {n}or, yet, so) in a compound sentence. (4L2c) 	<p>Pronouns:</p> <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>). (4L1a) <p>Verbs:</p> <ul style="list-style-type: none"> Form and use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses. (4L1b) Use modal auxiliaries (<i>can, may, must</i>) to convey various conditions. (4L1c) <p>Adjectives:</p> <ul style="list-style-type: none"> Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>). (4L1d) <p>Agreement:</p> <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (<i>where, when, why</i>). (4L1a) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>) (4L1g) 	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting in appropriate fragments and run-ons. (4L1f)

* 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 grades