**4th Grade Common Core Opinion Writing Rubric**

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| **Content Measured** | **1** | **2** | **3** | **4** |
| **Writing an Introduction** | Does not provide an introductory statement or introduce the topic | Provides a simple introductory statement and/or introduces the topic  | Adequate introductory statement and provides a developing introductory section  | Thorough introductory statement with a well-developed introductory section |
| **Developing An Opinion** | Does not provide an opinion | Attempts to provide an opinion by providing facts, no linking words or phrases are used to link opinion and reasons *(for instance, in order to, in addition to, etc.)* | Adequately states an opinion with no additional description, provides some linking words or phrases to link opinion and reasons *(for instance, in order to, in addition to, etc.)* | Effectively provides an opinion by using describing words to provide more information on their opinion, provides multiple linking words or phrases to link opinion and reasons *(for instance, in order to, in addition to, etc.)* |
| **Explaining the Opinion** | No or few relevant facts | Some relevant facts that support opinion | Several relevant facts that support opinion | Multiple relevant facts that support opinion |
| **Sequencing** | Writing does not follow a logical order or flow, may write a list with no introduction or sense of closure | Attempts to use a logical order or flow (introduction, facts, sense of closure) but may have some lapses in sequence; a loose organization structure is apparent | Adequate use of a logical order or flow (introduction, facts, conclusion); an organization structure is apparent | Order or flow of writing is evident (introduction, facts, conclusion) through use of transitional words; a clear organizational structure is apparent |
| **Focus** | Does not address the task  | Minimally focused on task with many lapses | Focused on task with few lapses  | Completely focused on task  |
| **Using Tier II and III Vocabulary** | No Tier II or III vocabulary used | Some Tier II and III vocabulary used | Tier II and III vocabulary is evident, but there are several instances where Tier II vocabulary should be used instead of Tier I | Sufficient, appropriate use of Tier II and III language throughout |
| **Language Tone** | Overall tone is too informal, including use of slang | Attempt at formal writing style | Good attempt at formal writing style | Formal writing tone used throughout |
| **Conventions** | Numerous errors in spelling, punctuation, grammar, capitalization | Many errors in spelling, punctuation, grammar, capitalization | Some errors in spelling, punctuation, grammar, capitalization | Few, if any, errors in spelling, punctuation, grammar, capitalization |
| **Writing a Conclusion** | No sense of closure | Some attempt at a closure; does not make an impact on the reader | Adequate concluding statement; may/may not make an impact on the reader | Strong conclusion section and makes an impact on the reader |
| **Total Points****36** | **Overall Grade:** | **Feedback:** |