

## GRADE 4 OPINION WRITING RUBRIC

	1 (Below Basic)	2 (Basic)	3 (Proficient)	4 (Advanced)
<b>STRUCTURE</b>				
<b>Overall</b>	The writer wrote his/her opinion or likes and dislikes and gave reasons for his/her opinion.	The writer told readers his/her opinion on a topic and helped the readers understand his/her reasons.	The writer made a claim about a topic or a text and tried to support his/her reasons.	The writer made a claim or thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.
<b>Lead</b>	The writer wrote a beginning in which the opinion was stated and readers were set up to expect how the writing would convince them of the opinion.	The writer wrote a beginning that set up the readers to expect this would be an opinion piece and also used techniques that made the readers care about the topic.	The writer wrote a few sentences to hook his/her readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.	The writer wrote text that had an introduction leading to a claim or thesis. He/she got readers to care by not only including a cool fact or jazzy question but also figuring out what was significant about the topic.
<b>Transitions</b>	The writer used words such as <i>also</i> , <i>another</i> , and <i>because</i> .	The writer connected ideas and reasons using words such as <i>for example</i> and <i>because</i> . He/she connected one reason or example using words such as <i>also</i> and <i>another</i> .	The writer used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , <i>for instance</i> , <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when he/she wanted to make a new point.	The writer used phrases such as <i>another reason</i> and <i>the most important reason</i> . Phrases started with words such as <i>consequently</i> and <i>because of</i> . For precision the writer used words such as <i>specifically</i> and <i>in particular</i> .
<b>Ending</b>	The writer wrote an ending that reminded the readers of his/her opinion.	The writer provided a thought or comment related to the opinion.	The writer wrote an ending for his/her piece in which he/she restated and reflected on his/her claim, perhaps suggesting an action or response.	The writer worked on a conclusion in which he/she connected back to and highlighted what the text was mainly about, not just the preceding paragraph.
<b>Organization</b>	The writer's piece had different parts; there were many lines written in each part.	The writer wrote several reasons or examples why readers should agree with his/her opinion. There were several sentences for each reason.	The writer separated sections of information using paragraphs.	The writer grouped information and related ideas into paragraphs. He/she put parts of his/her writing in the order that most suited his/her purpose and proved his/her reasons and claim.
<b>DEVELOPMENT</b>				
<b>Elaboration</b>	The writer wrote at least two reasons and wrote at least a few sentences about each one.	The writer not only named reasons to support the opinion but also wrote more about each one.	The writer gave reasons to support the opinion. Reasons were chosen to convince readers and included examples and information to support the reasons.	The writer gave reasons to support his/her opinion that were parallel and did not overlap. He/she put them in an order that he/she thought would be most convincing.
<b>Craft</b>	The writer chose strong words that helped the readers agree with the opinion.	The writer not only told readers to believe his/her opinion but also wrote in ways that got them thinking or feeling in certain ways.	The writer made word choices to convince his/her readers, perhaps by emphasizing words. The tone of the piece was convincing. The writer made a choice about which evidence was best.	The writer reached for the precise phrase, metaphor, or image that would convey his/her ideas. The writer made choices about how to angle his/her evidence to support his/her opinion.

LANGUAGE CONVENTIONS				
<b>Spelling</b>	The writer only used chunks of words.	The writer used spelling patterns most of the time.	The writer used spelling patterns correctly and edited regularly.	The writer used spelling patterns correctly and extended them to create new words.
<b>Conventions</b>	The writer began and ended some sentences with capitalization and punctuation.	The writer began and ended most sentences with capitalization and punctuation.	The writer began and ended all sentences with capitalization and punctuation.	The writer edited independently.
	The writer rarely punctuated with commas and quotation marks.	The writer sometimes punctuated with commas and quotation marks.	The writer used long, complex sentences, commas, and quotations appropriately.	The writer used commas to set off introductory parts of sentences such as: <i>One day at the park, I went to the slide.</i> The writer also uses commas to show talking directly to someone such as: <i>Are you mad, Mom?</i>

**Scoring Directions**

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student "falls between" categories, please indicate this as a 1.5, 2.5, etc.

**Compiling the Scores**

In each row, highlight the descriptor in the column that matches the student's work. Scores in the categories of Elaboration and Craft are worth double the point value. Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score \_\_\_\_\_

Lead Score \_\_\_\_\_

Transition Score \_\_\_\_\_

Ending Score \_\_\_\_\_

Organization Score \_\_\_\_\_

Elaboration \_\_\_\_\_ x 2 = \_\_\_\_\_

Craft Score \_\_\_\_\_ x 2 = \_\_\_\_\_

Spelling Score \_\_\_\_\_

Conventions Score \_\_\_\_\_

**Total Score** \_\_\_\_\_

Number of Points	Scaled Score*
1—11	1
12—22	2
23—33	3
34—44	4

**\*The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.**