

Writing Rubric Grade-Level Standards  
CC WS1 Opinion- Fourth Grade

Name:

## Opinion

- |                 |   |   |
|-----------------|---|---|
| Exceeds         | 4 | <input type="checkbox"/> Meets all expectations set forth in Meets (3) Category<br><input type="checkbox"/> Provides logically ordered reasons that are supported by facts and details<br><input type="checkbox"/> Quotes from source to support opinion<br><input type="checkbox"/> Uses vivid and descriptive language that supports genre  |
| Meets           | 3 | <input type="checkbox"/> Begins paper with a clear topic sentence that states an opinion about a topic and/or text (CCSS 1a)<br><input type="checkbox"/> Paper includes relevant and supporting sentences<br><input type="checkbox"/> Organizational structure supports the writer's purpose (CCSS 1a)<br><input type="checkbox"/> Provides reasons that are supported by facts and details (CCSS 1b)<br><input type="checkbox"/> Links opinion and reasons using words and phrases such as, for instance, in order to, and in addition (CCSS 1c)<br><input type="checkbox"/> Uses multiple sources to gather information about the topic (internet, media, speakers, books, stories, newspapers, and magazines) if applicable (CCSS 9)<br><input type="checkbox"/> Provides a concluding statement or section that is related to the opinion (CCSS 1d) |
| Partially Meets | 2 | <input type="checkbox"/> Lacks topic sentence<br><input type="checkbox"/> Opinion is not evident<br><input type="checkbox"/> Supporting sentences are weak and/or unclear   |
| Does Not Meet   | 1 | <input type="checkbox"/> Limited information on topic<br><input type="checkbox"/> Does not state opinion<br><input type="checkbox"/> Includes little to no facts for focus  |

## Organization and Focus

- |                 |   |   |
|-----------------|---|---|
| Exceeds         | 4 | <input type="checkbox"/> Paper is well-developed with smooth transitions and indentations<br><input type="checkbox"/> Meets all expectations set forth in Meets (3) Category  |
| Meets           | 3 | <input type="checkbox"/> Includes well-developed supporting facts and details<br><input type="checkbox"/> Uses transition words to move the reader from one detail to the next with indentation<br><input type="checkbox"/> Clearly planned writing with graphic organizer, rough draft or notes<br><input type="checkbox"/> Document is neat and legible |
| Partially Meets | 2 | <input type="checkbox"/> Includes simple supporting details that follow a logical order<br><input type="checkbox"/> Rough draft, graphic organizer or notes are incomplete  |
| Does Not Meet   | 1 | <input type="checkbox"/> Disjointed ideas<br><input type="checkbox"/> No evidence of rough draft, graphic organizer, or notes   |

## Language Conventions

- Exceeds 4
- Meets all expectations set forth in Meets (3) Category
  - Combines, short related sentences with appositives, participial phrases, adjectives, adverbs, or preposition phrases
  - Uses verbs that are often misused (lie/lay, sit/set, rise/raise) correctly
  - Uses a colon to introduce a list, when applicable
  - Uses quotations marks around titles of poems, songs, and short stories
  - Correctly uses frequently confused words (e.g., to, too, two; there, their) (CCSS L 1h)
- Meets 3
- Uses a variation of simple, compound, and complex sentences
  - Produces complete sentences, recognizing and correcting fragments and run-ons (CCSS L 1g)
  - Uses regular and irregular verbs, adverbs, prepositions or coordinating conjunctions correctly
  - Uses a comma before a coordinating conjunction in a compound sentence (CCSS L2c)
  - Uses commas and quotation marks to mark direct speech and quotations from a text (CCSS L 2b)
  - Uses correct capitalization (titles of literary works, holidays, product names, geographic names, dates, names and titles of people, and the first word in quotations) when appropriate (CCSS L 2a)
  - Spells grade-appropriate words correctly, consulting references as needed (CCSS L 2d)
- Partially Meets 2
- Uses mostly simple sentences or run on sentences
  - Some errors in verb tense
  - Missing commas before coordinating conjunction a compound sentence
  - Quotations missing a comma or quotation marks
  - Some capitalization errors
  - First word of quotation not capitalized
  - Some spelling errors in one-syllable words with blends, contractions, compounds, doubling consonants, change y to ies), and common homophones or homographs
- Does Not Meet 1
- Mostly run-on sentences
  - Word order in sentences are incorrect
  - No capitalization or punctuation
  - Many misspelled words

Opinion: \_\_\_\_\_

Organization and Focus: \_\_\_\_\_

Language Conventions: \_\_\_\_\_

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

Scoring Guide			
Exceeds	10-12pts	A	E: Excellent
Meets	7-9pts	B	VG: Very Good
Partially Meets	4-6pts	C	S: Satisfactory
Does Not Meet	1-3pts	D	AC: Area of Concern