

## GCPS 4<sup>th</sup> Grade Opinion Writing Rubric

Domain	Does Not Meet					Meets					Exceeds									
	1 (Does Not Meet)		2 (Almost Meets)			3					4			5						
<b>Ideas</b> The degree to which the writer establishes a focus and develops the opinion with examples, facts, and details. <b>x2</b>	<ul style="list-style-type: none"> <li>States an opinion on a topic or text</li> <li>No evidence of an introduction</li> <li>No evidence to support opinion</li> </ul>		<ul style="list-style-type: none"> <li>States an opinion on a topic or text with some evidence of support</li> <li>Introduction is unclear</li> <li>Begins to support reasons with facts or details</li> </ul>			<ul style="list-style-type: none"> <li>Writes an opinion piece on a topic or text, supporting a point of view with reasons and information (<b>GCPSCC 22</b>)</li> <li>Introduces a topic or text clearly (<b>GCPSCC 22a</b>)</li> <li>Provides reasons that are supported by facts and details (<b>GCPSCC 22b</b>)</li> <li>Recalls how relevant information from experiences or from print and digital sources supports opinions(<b>GCPSCC 29</b>)</li> </ul>					<ul style="list-style-type: none"> <li>Writes an opinion piece on a topic or text, supporting a point of view with reasons and information</li> <li>Effectively introduces a topic or text clearly</li> <li>Skillfully provides reasons that are supported by facts and details</li> <li>Explains how relevant information from experiences or from print and digital sources supports opinions</li> </ul>			All level 3 and 4 criteria consistently demonstrated throughout the entire piece.						
<b>Organization</b> The degree to which the opinion and ideas are developed in a clear order. <b>x1</b>	<ul style="list-style-type: none"> <li>Little or no evidence of organization</li> <li>Does not attempt to use linking words</li> <li>No evidence of a conclusion</li> <li>No planning evident</li> </ul>		<ul style="list-style-type: none"> <li>Choppy organization</li> <li>Evidence of some linking words</li> <li>Vague or inappropriate conclusion</li> <li>Incomplete planning</li> </ul>			<ul style="list-style-type: none"> <li>Creates an organizational structure in which ideas are logically grouped to support the writer’s purpose. (<b>GCPSCC 22a</b>)</li> <li>Uses linking words, phrases, and clauses to connect opinions and reasons (<b>GCPSCC 22c</b>)</li> <li>Provides a concluding statement or section related to the stated opinion (<b>GCPSCC 22d</b>)</li> <li>Reflects planning (<b>GCPSCC 26</b>)</li> <li>Provides a list of resources (as needed) (<b>GCPSCC 29</b>)</li> </ul>					<ul style="list-style-type: none"> <li>Designs an organizational structure in which related ideas are logically grouped to support the writer’s purpose</li> <li>Effectively chooses linking words, phrases, and clauses to connect opinions and reasons</li> <li>Provides an effective concluding statement or section related to the stated opinion</li> <li>Reflects thoughtful planning</li> <li>Provides a list of resources (as needed)</li> </ul>			All level 3 and 4 criteria consistently demonstrated throughout the entire piece.						
<b>Style</b> The degree to which the writer uses language to capture the reader’s interest. <b>x1</b>	<ul style="list-style-type: none"> <li>Basic language used throughout the piece</li> <li>Word choice is repetitive and uninteresting</li> <li>Produces simple sentences</li> </ul>		<ul style="list-style-type: none"> <li>Mixture of basic and interesting language</li> <li>Begins to experiment with interesting words</li> <li>Begins to vary sentence structure</li> </ul>			<ul style="list-style-type: none"> <li>Chooses language and tone appropriate to audience and purpose (<b>GCPSCC 25</b>)</li> <li>Word choice engages the audience (<b>GCPSCC 41, 42</b>)</li> <li>Accurately uses grade-appropriate general academic and domain-specific words and phrases, vocabulary, including those that signal contrast, addition, and other logical relationships (<b>GCPSCC 43</b>)</li> <li>Produces complete simple, compound, and complex sentences without fragments or run-ons (<b>GCPSCC 38g</b>)</li> <li>Uses punctuation for effect (<b>GCPSCC 40b</b>)</li> </ul>					<ul style="list-style-type: none"> <li>Purposefully chooses language and tone appropriate to audience and purpose</li> <li>Word choice engages the audience throughout the piece</li> <li>Effectively uses grade-appropriate general academic and domain-specific words and phrases, vocabulary, including those that signal contrast, addition, and other logical relationships</li> <li>Uses a variety of simple, compound, and complex sentences effectively</li> </ul>			All level 3 and 4 criteria consistently demonstrated throughout the entire piece.						
<b>Conventions</b> The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. <b>X1</b>	Frequent errors in: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Grammar and usage</li> <li>Capitalization, punctuation, and spelling</li> </ul>		Some errors in: <ul style="list-style-type: none"> <li>Handwriting</li> <li>Grammar and usage</li> <li>Capitalization, punctuation, and spelling</li> </ul>			<ul style="list-style-type: none"> <li>Document is neat and legible (<b>GCPSCC 37</b>)</li> <li>Demonstrates command of the conventions of standard English grammar and usage when writing (<b>GCPSCC 37</b>)</li> <li>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing (<b>GCPSCC 38</b>)</li> </ul>					<ul style="list-style-type: none"> <li>Document is neat and legible in its entirety</li> <li>Consistently demonstrates command of the conventions of standard English grammar and usage when writing</li> <li>Consistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>			All level 3 and 4 criteria consistently demonstrated throughout the entire piece.						
<b>25</b>	<b>24</b>	<b>23</b>	<b>22</b>	<b>21</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>
100	98	96	94	92	90	88	86	84	82	80	78	75	70	65	60	55	50	50	50	50

Name: \_\_\_\_\_

Final Score \_\_\_\_\_/\_\_\_\_\_

Piece: \_\_\_\_\_