

Figure 1.7: Opinion Writing Analytic Rubric, Elementary Level

Opinion Writing Rubric, Elementary			
Scoring Criteria		Descriptors and Levels of Performance	
Ideas, Content, and Organization	Title Include title.	4 —Original, sophisticated title 3 —Accurate title	2 —Unrelated or weak title 1 —No title
	Topic Introduce the topic or name of the book as the basis for writing.	4 —Clear introduction of topic or name of book as the basis for writing 3 —Adequate introduction of topic or name of book as the basis for writing	2 —Weakly stated introduction of topic or name of book as basis for writing 1 —No introduction to alert reader to the topic or name of book as the basis for writing
	Opinion State an opinion.	4 —Clearly stated opinion 3 —Somewhat clearly stated opinion	2 —Weakly stated opinion 1 —Unclear about opinion or not stated
	Reasons Provide reasons that support the opinion.	4 —Thoroughly developed reasons that clearly support opinion 3 —Somewhat developed reasons that generally support opinion	2 —Unclear or limited reasons that weakly support opinion 1 —No reasons stated
	Conclusion Provide a concluding statement or section.	4 —Developed conclusion 3 —Has sense of closure	2 —Weak conclusion 1 —No conclusion
Word Choice	Word Choice Use adjectives and adverbs to modify nouns or verbs.	4 —Entirely strong, descriptive adjectives and adverbs 3 —Adequate use of adjectives and adverbs	2 —Weak or minimal use of adjectives or adverbs 1 —No adjectives or adverbs
Voice	Point of View Write in consistent first-person point of view throughout paper.	4 —Consistent use of first-person point of view 3 —May get off track once	2 —Weak sense of point of view 1 —Whole paper in third person or a combination of first, second (you), and third
	Audience and Purpose Show awareness of audience and purpose.	4 —Clearly aware of both audience and purpose of writing 3 —Aware of audience or purpose	2 —Unclear about audience and purpose 1 —Unaware of audience and purpose; off topic

Opinion Writing Rubric, Elementary (continued)			
Scoring Criteria		Descriptors and Levels of Performance	
Sentence Fluency	Complete Sentences Avoid run-ons and fragments.	4 —All complete sentences 3 —Some run-ons or fragments	2 —Many run-ons and fragments 1 —Unclear about sentence structure altogether
	Sentence Variety Write sentences with various beginnings, lengths, and structures.	4 —Thoughtful and consistent use of sentence variety; sophisticated 3 —Sometimes uses sentence variety	2 —Most sentences with the same sentence structure so there is little cadence 1 —All sentences with the same structure; halted reading
	Linking Words Use linking words (such as <i>because</i> , <i>and</i> , and <i>also</i>) to connect opinion and reasons.	4 —Thoughtful use of transitions; sophisticated 3 —Some use of transitions	2 —Weak use of transitions; repetition 1 —No transitions
Conventions	Spelling Apply spelling patterns when writing words; consult reference materials, including beginning dictionaries, to check and correct spelling.	4 —Consistent use of correct spelling 3 —Mostly spells correctly	2 —Weak command of spelling 1 —No sense of spelling or phonemic rules
	Grammar Writing using standard English grammar and usage	4 —Consistent use of proper grammar 3 —Mostly uses grammar correctly	2 —Weak grasp of grammar 1 —No sense of grammar rules
	Capitalization Capitalize names of book titles and people's names, and <i>I</i> .	4 —Consistently capitalizes correctly 3 —Mostly capitalizes correctly	2 —Weak capitalization 1 —No sense of what to capitalize
	Punctuation Use proper punctuation marks at end of sentences.	4 —Consistently uses punctuation marks correctly 3 —Mostly uses punctuation marks correctly	2 —Unclear about how to use punctuation marks 1 —No use of punctuation marks

Source: Adapted from Glass, K. T. (2012). Mapping comprehensive units to the ELA Common Core standards, K–5 (pp. 114–115). Thousand Oaks, CA: Corwin Press.