

OPINION WRITING RUBRIC GRADE 4 North Smithfield School Department

| COMMON CORE | 4 Proficient with distinction | 3 Proficient | 2 Partially proficient | 1 Below proficiency |
|--|---|---|---|--|
| <u>PRODUCTION AND DISTRIBUTION OF WRITING</u> | <ul style="list-style-type: none"> • Without guidance <u>or</u> support strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising. | <ul style="list-style-type: none"> • With guidance and support strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising. (W.4.5) | <ul style="list-style-type: none"> • With guidance and support attempts to or partially strengthens writing as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising | <ul style="list-style-type: none"> • Writing is not strengthened as needed by: <ul style="list-style-type: none"> ○ planning/prewriting ○ revising/drafting ○ editing/revising |
| <u>TEXT TYPES AND PURPOSES</u> | <p>Convincingly</p> <ul style="list-style-type: none"> • Introduces a topic or text clearly. • States an opinion. • Creates an organizational structure in which ideas are logically grouped to support the writer’s purpose. <ul style="list-style-type: none"> ○ introduction paragraph ○ supporting paragraph (2 minimum) ○ concluding paragraph | <ul style="list-style-type: none"> • Introduces a topic or text clearly. • States an opinion. • Creates an organizational structure in which ideas are logically grouped to support the writer’s purpose. (W.4.1a) <ul style="list-style-type: none"> ○ introduction paragraph ○ supporting paragraph (2 minimum) ○ concluding paragraph | <p>Attempts to</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly. • State an opinion. • Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. <ul style="list-style-type: none"> ○ introduction paragraph ○ supporting paragraph (2 minimum) ○ concluding paragraph | <p>Shows little or no effort to</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly • State an opinion • Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. <ul style="list-style-type: none"> ○ introduction paragraph ○ supporting paragraph (2 minimum) ○ concluding paragraph |
| <u>TEXT TYPES AND PURPOSES</u> | <ul style="list-style-type: none"> • Skillfully provides reasons that are supported by facts and details. <ul style="list-style-type: none"> ○ Three reasons with researched facts | <ul style="list-style-type: none"> • Provides reasons that are supported by facts and details. (W.4.1b) <ul style="list-style-type: none"> ○ Three reasons including at least two with researched facts. | <ul style="list-style-type: none"> • Struggles to provide logically ordered reasons that are supported by facts and details. | <ul style="list-style-type: none"> • Does not provide logically ordered reasons that are supported by facts and details. |
| <u>TEXT TYPES AND PURPOSES</u> | <ul style="list-style-type: none"> • Effectively links opinion and reasons using words, phrases, and clauses (connecting words) e.g., <ul style="list-style-type: none"> ○ for example ○ in order to ○ in addition | <ul style="list-style-type: none"> • Links opinion and reasons using words, phrases, and clauses (connecting words) e.g., <ul style="list-style-type: none"> ○ for example ○ in order to ○ in addition. (W.4.1c) | <ul style="list-style-type: none"> • Attempts to link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | <ul style="list-style-type: none"> • Does not link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| <u>TEXT TYPES AND PURPOSES</u> | <ul style="list-style-type: none"> • Effectively provides a strong concluding paragraph related to the opinion presented. <ul style="list-style-type: none"> ○ restates opinion ○ restates reasons | <ul style="list-style-type: none"> • Provides a concluding paragraph related to the opinion presented. (W.4.1d) <ul style="list-style-type: none"> ○ restates opinion ○ restates reasons | <ul style="list-style-type: none"> • Attempts to provide a concluding statement or section related to the opinion presented. | <ul style="list-style-type: none"> • Does not provide a concluding statement or section related to the opinion presented. |
| <u>LANGUAGE</u> | <ul style="list-style-type: none"> • Demonstrates skilled use of spelling, usage, capitalization, punctuation, and paragraphing; minor errors that do not interfere with reading the text. | <ul style="list-style-type: none"> • Demonstrates proper use of spelling, usage, capitalization, punctuation, and paragraphing; errors do not interfere with reading the text. (L.5.1) | <ul style="list-style-type: none"> • Demonstrates partial use of spelling, usage, capitalization, punctuation, and paragraphing; errors interfere with reading the text. | <ul style="list-style-type: none"> • Does not use of spelling, usage, capitalization, punctuation, and paragraphing; serious errors interfere with understanding the text. . |