



Opinion Writing Rubric-Grades 3-5

Writing Product	4-Deep Command	3-Sufficient Command	2-Partial Command	1-Minimal Command
<p style="text-align: center;">Statement of Purpose/Focus</p> <p style="text-align: center;">Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use mentor text to support the form of writing. • Model this form of writing using the SURE student rubric for opinion writing. 	<p>The response is fully communicated with a clear focus and includes the topic and or text:</p> <ul style="list-style-type: none"> • Opinion is clearly stated, focused, and strongly maintained • Opinion is communicated clearly within the context. 	<p>The response is adequately communicated with a general focus:</p> <ul style="list-style-type: none"> • Opinion is clear and for the most part maintained, though some loosely related material may be present • The context provided for the opinion is adequate. 	<p>The response is somewhat communicated with some extraneous material or minor drift in focus. The topic and/or text is/are not mentioned in the statement of purpose:</p> <ul style="list-style-type: none"> • Opinion is stated but not sufficiently supported. • Opinion is unclear and unfocused. 	<p>The response may be related to the purpose but may offer little or no focus: The topic and/or text is/are not mentioned in the statement of purpose:</p> <ul style="list-style-type: none"> • Opinion is very brief. • Opinion is not related to the topic. • Opinion may be confusing or ambiguous.
<p style="text-align: center;">Organization</p> <p style="text-align: center;">Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Use the student SURE rubric and teach the components of opinion writing. • Teach text structure(s) (sequence (procedure), chronology (time-order), description, definition, compare/contrast, cause-effect, problem-solution) • Teach semantic clues or signal words and phrases (illustration and emphasis) that help writer to compose text with coherence & clarity.(Hess & Hervey, 2010) 	<p>The response has a clear and effective organizational structure and conveys a complete thought appropriate to type and purpose:</p> <ul style="list-style-type: none"> • Effective & consistent use of a variety of transitional strategies (linking words, phrases & clauses e.g., for example, a central issue) • Logical progression of ideas from beginning to end. • Effective introduction & conclusion for audience and purpose. 	<p>The response has a recognizable organizational structure, adequate for type and purpose, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> • Adequate use of transitional strategies with some variety. • Adequate progression of ideas from beginning to end. • Adequate introduction and conclusion. 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • Inconsistent use of transitional strategies with little variety. • Uneven progression of ideas from beginning to end. • Conclusion and introduction, if present, are weak. 	<p>The response has little or no recognizable organizational structure:</p> <ul style="list-style-type: none"> • Few or no transitional strategies are evident. • Frequent extraneous ideas are included.

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<p style="text-align: center;">Elaboration of Evidence</p> <p style="text-align: center;">Instructional Strategies to support Elaboration</p> <ul style="list-style-type: none"> • Use non-fiction text on a consistent basis. • Conduct close read of texts. • Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 & 4) • Use Author’s Craft. • Teach the FACADES strategy. (Incorporate various contextual clues into the writing) 	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is smoothly integrated, comprehensive, and relevant. • Effective use of a variety of elaborative techniques. 	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Some evidence from sources is integrated, though citations may be general or imprecise. • Adequate use of some elaborative techniques. 	<p>The response provides uneven, general support/evidence for the writer’s opinion that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Evidence from sources is weakly integrated, and citations, if present, are uneven. • Weak or uneven use of elaborative techniques. 	<p>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is minimal, absent, in error or irrelevant.
<p style="text-align: center;">Language & Vocabulary</p> <p style="text-align: center;">Instructional Strategies to support development</p> <ul style="list-style-type: none"> • FACADES (Write examples of formal, antonym, compare, apposition ,description, example, synonym & structural analysis definitions) 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Use of academic (T-2) and domain-specific (T-3) vocabulary is clearly appropriate for the audience and purpose. 	<p>The response adequately expresses ideas, using a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Use of domain-specific vocabulary is generally appropriate for the audience and purpose. 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose. 	<p>Within the response, the expression of ideas is vague, lacks clarity, or is confusing</p> <ul style="list-style-type: none"> • Use of limited language or domain-specific vocabulary. • Response may have little sense of audience or purpose.
<p style="text-align: center;">Conventions</p> <p style="text-align: center;">Instructional Strategies to support development</p> <ul style="list-style-type: none"> • Embed lessons on punctuation, capitalization and usage in actual writing tasks. • Confer with students about writing. • Engage students in peer editing & revising. 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> • Few, if any, errors in usage and sentence formation. • Effective and consistent use of punctuation, capitalization, and spelling. 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Some errors in usage and sentence formation are present, but no systematic pattern of error is displayed. • Adequate use of punctuation, capitalization, and spelling. 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • Frequent errors in usage may obscure meaning. • Inconsistent use punctuation, capitalization, and spelling. 	<p>The response demonstrates a lack of command of conventions.</p> <ul style="list-style-type: none"> • Errors are frequent and severe and meaning is often obscured.