

**Washington West Supervisory Union  
Opinion-\*argument Writing Rubric Grades 3-6**

STRUCTURE	Focus/Opinion	<b>Beginning</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Advanced</b>
		<p>The response may be related to the topic, but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>Responds to some or no parts of the prompt.</li> <li>Does not state an opinion and/or demonstrates little to no understanding of topic/text-response.</li> <li>Relies primarily on personal ideas which are not supported by evidence.</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>Responds to most parts of the prompt</li> <li>States an *argument/claim/opinion that demonstrates limited understanding of topic/text or focus may shift throughout the piece</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>Responds to all parts of the prompt with analysis and reflection</li> <li>States an *argument/claim/opinion that demonstrates an understanding of topic/text</li> </ul>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>Responds skillfully to all parts of the prompt</li> <li>States an *argument/claim/opinion that demonstrates an insightful understanding of topic/text which is fully sustained and purposefully focused</li> <li>Responds directly to the text or topic with analysis and includes a relevant connection to broader ideas</li> </ul>
DEVELOPMENT	Organization	<p>The response has little or no discernible organization structure:</p> <ul style="list-style-type: none"> <li>Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body or conclusion</li> <li>Uses no linking words, phrases or clauses</li> </ul>	<p>The response has an inconsistent organizational structure and flaws are evident:</p> <ul style="list-style-type: none"> <li>Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>Uses some linking words, phrases or clauses to connect reasons to *argument/claim/opinion but simplistically</li> </ul>	<p>The response has a logical organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>Organizes ideas and information into logical introductory, body and concluding paragraphs</li> <li>Uses linking words, phrases and clauses appropriately to connect reasons to *argument/claim/opinion</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body and insightful conclusion</li> <li>Uses a variety of linking words, phrases and clauses skillfully to connect reasons to *argument/claim/opinion</li> </ul>
	CONVENTIONS	Support/Evidence	<p>The response provides:</p> <ul style="list-style-type: none"> <li>Minimal or no support/evidence for the opinion/*argument OR</li> <li>Evidence is irrelevant or inaccurate.</li> <li>No, or inaccurate explanation/analysis of how evidence supports claim(s).</li> </ul>	<p>The response provides:</p> <ul style="list-style-type: none"> <li>Inconsistent or superficial support/evidence for the opinion/*argument.</li> <li>Partial or uneven use of sources, facts and details.</li> <li>Some explanation/analysis of how evidence supports claim(s).</li> </ul>	<p>The response provides:</p> <ul style="list-style-type: none"> <li>Adequate support/evidence for the opinion/*argument with sufficient and relevant evidence through the use of sources, quotes, facts and details.</li> <li>Clear explanation/analysis of how evidence supports claim(s).</li> </ul>
CONVENTIONS		Craft	<p>No evidence of writer's craft:</p> <ul style="list-style-type: none"> <li>Uses only concrete, simple structures to convey the *argument</li> </ul>	<p>Little evidence of use, or incorrect use of writer's craft:</p> <ul style="list-style-type: none"> <li>Attempts to incorporate writer's craft to convey ideas and strengthen the *argument</li> </ul>	<p>Shows evidence of using writer's craft:</p> <ul style="list-style-type: none"> <li>Incorporates writer's craft in ways that convey ideas and strengthen *argument</li> </ul>
	CONVENTIONS	Language and Vocabulary	<p>The response expresses ideas that are vague, lacks clarity or is confusing:</p> <ul style="list-style-type: none"> <li>Uses limited language or domain specific vocabulary.</li> <li>May have little sense of audience and purpose.</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>Uses limited academic and/or domain specific vocabulary for the audience and purpose.</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> <li>Use of domain specific vocabulary is generally appropriate for the audience and purpose.</li> </ul>

*\*\*argument is included for instructional purposes only, and is assessed beginning in grade 7*

Updated September 30, 2016-- Adapted from the Elk Grove Unified School District, K. Hess National Center for Assessment, Smarter Balanced Assessment Consortium Fall 2014

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	<b>Grammar Usage Mechanics</b>	<p><b>The response demonstrates a lack of command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Needs support to edit</li> <li>• Does not demonstrate sentence mastery</li> <li>• Demonstrates limited understanding of grade cluster appropriate conventions and errors interfere with the meaning</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Uses resources and support to edit</li> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Demonstrates some grade cluster appropriate conventions, but errors obscure meaning</li> </ul>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Independently uses resources to edit</li> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade cluster appropriate conventions; errors are minor and do not obscure meaning</li> </ul>	<p><b>The response demonstrates a strong command of conventions:</b></p> <ul style="list-style-type: none"> <li>• Independently uses resources to edit</li> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization and spelling) to enhance meaning</li> </ul>
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