

**Washington West Supervisory Union  
Opinion Writing Rubric Grades K-2**

		<b>Beginning</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Advanced</b>
<b>STRUCTURE</b>	<b>Focus/Opinion</b>	<ul style="list-style-type: none"> <li>• Uses a combination of drawing and dictation/writing to respond to the prompt (K) AND</li> <li>• Responds to few or no parts of the prompt</li> <li>• Does not state an opinion and/or demonstrate little to no understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Using a combination of drawing and dictation/writing to respond to the prompt (K) AND</li> <li>• Responds to most parts of the prompt</li> <li>• States an opinion that demonstrates limited understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a combination of drawing and dictation/writing to respond to the prompt (K) AND</li> <li>• Responds to all parts of the prompt</li> <li>• States an opinion that demonstrates an understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a combination of drawing and dictation/writing to respond to the prompt (K) AND</li> <li>• Responds skillfully to all parts of the prompt AND</li> <li>• States an opinion that demonstrates an insightful understanding of topic OR</li> <li>• Connections are made between texts</li> </ul>
	<b>Organization</b>	<ul style="list-style-type: none"> <li>• Does not introduce the topic and/or does not state an opinion</li> <li>• Does not supply reasons to support the opinion</li> <li>• Uses no linking words</li> <li>• Provides no conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic and states an unclear opinion</li> <li>• Supplies reasons that may not all support the opinion</li> <li>• Uses at least one linking word but it may be incorrect or ineffective</li> <li>• Provides an unclear concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic and states a clear opinion</li> <li>• Supplies reasons that support the opinion</li> <li>• Uses linking words to connect opinion to reasons</li> <li>• Provides a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>• Creates coherence between opinion and reasons</li> <li>• Uses a variety of linking words, phrases to connect opinion to reasons (e.g. sequence, compare/contrast, description, cause/effect, problem/solution)</li> <li>• Provides skillful concluding statement or section</li> </ul>
<b>DEVELOPMENT</b>	<b>Evidence/Elaboration</b>	<ul style="list-style-type: none"> <li>• Drawings (K) or writing does not support opinion with relevant reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings (K) or writing supports opinion with minimal and/or irrelevant reasons</li> <li>• Ideas may not be fully elaborated or details may not be sufficient to support opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Drawings (K) or writing supports opinion with relevant reasons, labels, captions, facts, text evidence that supports the opinion</li> <li>• Reasons are elaborated, not simply listed</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with substantial and relevant reasons, details, examples and/or quotes</li> </ul>
	<b>Craft</b>	<ul style="list-style-type: none"> <li>• Details are limited or not present in writing or drawing (K)</li> </ul>	<ul style="list-style-type: none"> <li>• Labels (K) and words are used to give details about the writer's opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence of using writer's craft including word choice to persuade readers</li> </ul>	<ul style="list-style-type: none"> <li>• Uses writer's craft to effectively convey new ideas and strengthen argument and word choice to evoke feelings from the reader</li> <li>• May use figurative language (e.g. imagery, simile, exaggeration)</li> </ul>
<b>CONVENTIONS</b>	<b>Grammar Usage Mechanics</b>	<ul style="list-style-type: none"> <li>• Correct letters for the sounds.</li> <li>• Uses spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct words and chunks of words (at, it, etc.) appropriate to grade level.</li> <li>• Use of classroom tools (e.g., word wall) to help spell words.</li> <li>• Ends sentences with punctuation, uses capital letter for names.</li> </ul>	<ul style="list-style-type: none"> <li>• May contain some errors in grammar, usage and mechanics appropriate to grade level, but does not distract the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly uses grade level appropriate sentence formation, punctuation, capitalization, grammar usage and spelling.</li> </ul>

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