Fourth Grade Opinion Writing Rubric

See Note Below	Grade 2 1 pt = Below	1.5 Pts = Below	Grade 3 2 pts = Basic	2.5 Pts = Basic	Grade 4 3 pts = Meets	3.5 Pts = Excels	Grade 5 4 pts = Excels	Score
Structure								
Overall	Wrote his/her opinion or likes and dislikes and gave reasons for the opinion		Told readers his/her opinion and ideas on a text or a topic and helped them understand the reasons		Made a claim about a topic or a text and tried to support the reasons		Made a claim or thesis on a topic or text, support with reasons, and provide a variety of evidence for each reason	
Lead	Wrote a beginning In which he/she not only gave his/her opinion, but also set readers up to expect that his/her writing would try to convince them of it	Mid-Level	Wrote a beginning in which he/she not only set the expectation that this would be a piece of opinion writing, but also tried to hook readers into caring about the opinion	Mid-Level	Wrote a few sentences to hook readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information —Stated a claim	Mid-Level	Introduction that led to a claim or thesis and got readers to care about his/her opinion--Got readers to care by not only including a cool fact or jazzy question, but also figuring out what was significant in or around the topic and giving readers information about what was significant about the topic—Worked to find the precise words to state a claim and let readers know the reasons would develop later	
Transitions	Connected parts of his/her piece using words such as *also, another*, and *because*		Connected multiple ideas and reasons with examples using words such as *also, another, for example* and *because*		Used words and phrases to glue parts of his/her piece together—Used phrases such as *for example, another example, one time*, and *for instance* to show when shifting from reasons to giving evidence and *in addition to, also*, and *another* to show when making a new point		Used transition words and phrases to connect evidence back to the reasons using phrases such as *this shows that*…Helped readers follow his/her thinking with phrases such as *another reason* and *the most important reason*—Showed what happened by using phrases such as *consequently* and *because of*--Used words such as *specifically* and *in particular* to be more precise	
Ending	Wrote an ending in which he/she reminded readers of his/her opinion		Worked to write a logical ending, perhaps a thought or comment related to the opinion		Wrote an ending for the piece that restated and reflected the claim, perhaps suggesting an action or response based on what was written		Worked on a conclusion in which connected back to and highlighted what the text was mainly about, not just the preceding paragraph	
Organization	The piece had different parts with some reasons or examples to support the stated opinion		Wrote several reasons or examples why readers should agree with his/her opinion and wrote at least several sentences about each reason —Organized information so that each part was mostly about one thing		Separated sections of information using paragraphs		Grouped information and related ideas into paragraphs—Put the parts of the writing in order that most suited the purpose and helped to prove the reasons and claims	
Development								
Elaboration X2	Wrote at least two reasons and wrote at least a few sentences about each reason	Mid-Level	Not only named two or more reasons to support the stated opinion, but wrote additional related information	Mid-Level	Gave reasons to support his/her opinion --Chose the reasons to convince readers —Included examples and information to support reasons, perhaps from a text, knowledge, or life	Mid-Level	Gave reasons to support the opinion that were parallel and did not overlap—Put them in an order that would be most convincing—Included evidence such as facts, examples, quotations, micro-stories, and information to support the claim—Discussed and unpacked the way that the evidence went with the claim	

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Craft X2	Chose words to persuade readers to agree with the stated opinion		Not only told readers to believe his/her opinion, but wrote in ways that got them thinking or feeling about the stated opinion		Made deliberate word choices to convince readers, perhaps by emphasizing or repeating words that made readers feel emotions—If it felt right to do so, the writer chose precise details and facts to help make points and used figurative language to draw readers into his/her line of thought --Made choices about which evidence was best to include or not include to support his/her point —Used a convincing tone		Made deliberate word choices to have an effect on readers—Reached for the precise phrase, metaphor, or image that would convey ideas--Made choices about how to angle evidence to support points—When it seemed right to do so, the writer tried to use a scholarly voice and varied sentences to create the pace and tone of the different sections of the piece	
Language Conventions								
Spelling	Used all he/she knew about words and chunks to help spell (*at,op,it,etc.*) – Spelled the grade appropriate words correctly and used the word wall	Mid-Level	Used what he/she knew about spelling patterns (tion, er ly, etc.) to spell words—Spelled the grade appropriate words correctly and used the word wall	Mid-Level	Used what he/ she knew about word families, spelling patterns and spelling rules to help him/her spell and edit grade appropriate words	Mid-Level	Used what he/she knew about word patterns to spell correctly--Made sure to correctly spell words that were important to the topic	
Punctuation	Ended sentences with correct punctuation --Used uppercase letter for names-Used commas in dates and lists		Used quotation marks to show what characters said --Used apostrophes in words such as can't and don't		Punctuated dialogue correctly with commas and quotation marks—Put he correct punctuation at the end of every sentence—Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another		Used commas to set off introductory parts of sentences, for example, *At this time in history, and it was common to….* --Used a variety of punctuation to fix any run-on sentences	
*Note: If a student does not have the skill(s) listed as a '1', give the student '0'							Total Points	

Report Scale Score Online

Number of Points	Scaled Score	Status	Number of Points	Scaled Score	Status
0	0	Refuses to Write	22.5 – 27.5	2.5	Basic
1-11	1	Below	28 – 33	3	Meets
11:5 – 16.5	1.5	Below	33.5 – 38.5	3.5	Excels
17 – 22	2	Basic	39 – 44	4	Excels

Compiled information from Lucy Calkins and Colleagues from the Teachers College Reading and Writing   BCPS/12-2014