

Third Grade Opinion Writing Rubric

See Note Below	Grade 1 1 pt = Below	1.5 Pts = Below	Grade 2 2 pts = Basic	2.5 Pts = Basic	Grade 3 3 pts = Meets	3.5 Pts = Exceeds	Grade 4 4 pts = Excels	Score
Structure								
Overall	Wrote his/her opinion or likes and dislikes and said why	Mid-Level	Wrote his/her opinion or likes and dislikes and gave reasons for the opinion	Mid-Level	Told readers his/her opinion and ideas on a text or a topic and helped them understand the reasons	Mid-Level	Made a claim about a topic or a text and tried to support the reasons	
Lead	Wrote a beginning in which he/she got readers' attention--Named the topic or text he/she was writing about and gave his/her opinion		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		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		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	
Transitions	Writer more about his/her opinion and used words such as <i>and</i> and <i>because</i>		Connected parts of his/her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i>		Connected multiple ideas and reasons with examples using words such as <i>also</i> , <i>another</i> , <i>for example</i> and <i>because</i>		Used words and phrases to glue parts of his/her piece together—Used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when shifting from reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when making a new point	
Ending	Wrote an ending for his/her piece		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	
Organization	Wrote a part where he/she got readers' attention and a part when he/she said more		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	
Development								
Elaboration X2	Wrote at least one reason for his/her opinion	Mid-Level	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	
Craft X2	Used labels and/or descriptive words to give details		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	

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							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		
Language Conventions									
Spelling	Used all he/she knew about words and chunks to help spell (<i>at,op,it,etc.</i>) – 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 families and spelling rules to help him/her spell and edit grade appropriate words		
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 <u>can't</u> and <u>don't</u>		Punctuated dialogue correctly with commas and quotation marks—Put the 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		Correctly used commas to write long complex sentences for clarity —Used periods to fix run-or 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
0	0	Refuses to Write
1-11	1	Below
11:5 – 16.5	1.5	Below
17 – 22	2	Basic

Number of Points	Scaled Score	Status
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels