Grades 3-5: Generic 4-Point Opinion Writing Rubric

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	The response is fully sustained and consistently and purposefully focused: • opinion is clearly stated, focused, and strongly maintained • opinion is communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness: • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose	The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated, comprehensive, and relevant • effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling
3	The response is adequately sustained and generally focused: • opinion is clear and for the most part maintained, though some loosely related material may be present • context provided for the claim is adequate	The response has an recognizable organizational structure, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion	The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details: • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques	The response adequately expresses ideas, employing a mix of precise with more general language • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response demonstrates an adequate command of conventions: • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling
2	The response is somewhat sustained with some extraneous material or a minor drift in focus: • may be clearly focused on the opinion but is insufficiently sustained • opinion on the issue may be unclear and unfocused	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak	The response provides uneven, cursory support/evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose	The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose
1	The response may be related to the purpose but may offer little or no focus: • may be very brief • may have a major drift • opinion may be confusing or ambiguous	The response has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The response provides minimal support/evidence for the writer's opinion that includes little or no use of sources, facts, and details: • use of evidence from sources is minimal, absent, in error, or irrelevant	The response expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose	The response demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target].				

Begins in 7th grade