

The Kenton County School District

Grades 3-5 Scoring Rubric (Opinion Writing Rubric)

	Emerging	Near Expectation	Meets Expectation	Advanced
<b>Opinion (Audience, Purpose and Idea Development)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks introduction of a topic or a text and/or stated opinion</li> <li><input type="checkbox"/> Lacks awareness of audience</li> <li><input type="checkbox"/> Lacks organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Lacks reasons supporting opinion</li> <li><input type="checkbox"/> Lacks focus on the opinion</li> <li><input type="checkbox"/> Lacks concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to introduce a topic or a text; attempts to state an opinion</li> <li><input type="checkbox"/> Attempts to demonstrate awareness of audience</li> <li><input type="checkbox"/> Attempts to create an organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Attempts to use reasons supported by facts and/or details to support opinion</li> <li><input type="checkbox"/> Attempts to stay focused on the opinion</li> <li><input type="checkbox"/> Attempts to provide a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces a topic or a text clearly; states an opinion</li> <li><input type="checkbox"/> Demonstrates awareness of audience</li> <li><input type="checkbox"/> Creates an organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Uses reasons supported by facts and/or details to support opinion (referring to text when appropriate)</li> <li><input type="checkbox"/> Maintains focus on the opinion</li> <li><input type="checkbox"/> Provides a concluding statement or section supporting the opinion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes a focused purpose by introducing a topic or a text and clearly stating an opinion</li> <li><input type="checkbox"/> Meets the needs of the audience</li> <li><input type="checkbox"/> Creates a logical and coherent organizational structure (e.g. thesis statement)</li> <li><input type="checkbox"/> Uses elaborated reasons supported by facts and/or details to support opinion (referring to text when appropriate)</li> <li><input type="checkbox"/> Maintains strong focus on the opinion</li> <li><input type="checkbox"/> Provides a concluding statement or section strongly supporting the opinion</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks transitions</li> <li><input type="checkbox"/> Ideas are randomly grouped</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts transitions within and between paragraphs</li> <li><input type="checkbox"/> Attempts to group ideas to support the opinion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses effective transitions within and between paragraphs to link opinion and reasons</li> <li><input type="checkbox"/> Groups ideas to support the opinion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses subtle transitions within and between paragraphs to effectively link opinion and reasons</li> <li><input type="checkbox"/> Groups ideas to enhance the support of the opinion</li> </ul>

<p style="text-align: center;"><b>Conventions</b> <b>(Sentence Structure, Grammar, Usage and Word Choice)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks the correct use of grammar and mechanics</li> <li><input type="checkbox"/> Lacks effective word choice</li> <li><input type="checkbox"/> Lacks voice and tone</li> <li><input type="checkbox"/> Uses simple sentences</li> <li><input type="checkbox"/> Lacks correct spelling of grade-appropriate words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to use correct grammar and mechanics</li> <li><input type="checkbox"/> Attempts to communicate with audience through limited word choice</li> <li><input type="checkbox"/> Attempts to use voice and tone appropriate for audience and purpose</li> <li><input type="checkbox"/> Attempts to vary sentence structure</li> <li><input type="checkbox"/> Attempts to spell grade-appropriate words correctly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with audience by using correct grammar and mechanics</li> <li><input type="checkbox"/> Communicates with audience using appropriate word choice</li> <li><input type="checkbox"/> Employs voice and tone appropriate for audience and purpose</li> <li><input type="checkbox"/> Varies sentence structure</li> <li><input type="checkbox"/> Spells grade-appropriate words correctly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with audience effectively by using correct grammar and mechanics</li> <li><input type="checkbox"/> Communicates with audience using effective and purposeful word choice</li> <li><input type="checkbox"/> Employs purposeful voice and tone appropriate for audience and purpose</li> <li><input type="checkbox"/> Varies sentence structure effectively to enhance writing</li> <li><input type="checkbox"/> Spells above grade-level words correctly</li> </ul>
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