4th Grade Opinion Text-Based Writing Rubric

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.4.1 or RL.4.1	(Citing Text) The writing: ☐ accurately refers to relevant details and examples from a text when explaining what the text says explicitly. ☐ accurately refers to relevant details and examples from a text when drawing inferences from the text.	(Citing Text) The writing: ☐ refers to a few details and examples from a text when explaining what is stated in the text. ☐ refers to a few details and examples from a text when drawing inferences from the text.	(Citing Text) The writing: ☐ provides little or no details and examples from a text when explaining what is stated in the text; details may be irrelevant or incorrect. ☐ provides little or no details and examples from what can be inferred from the text; details may be irrelevant or incorrect.	**5-6 = Meets** **4 = Approaching** **< 4 = Below** Subtotal:
Writing	W.4.1a W.4.1c W.4.1d	(Organization & Structure) The writing: ☐ clearly introduces a topic or text in an engaging way that draws the reader in. ☐ provides a strongly stated opinion. ☐ creates an organizational structure in which related ideas are logically grouped in a purposeful and compelling way. ☐ skillfully uses a variety of carefully chosen words and phrases to link opinions with reasons. ☐ provides an effective, interesting, or thoughtful conclusion related to the opinion presented.	(Organization & Structure) The writing: ☐ offers a beginning introduction to the topic. ☐ states an opinion. ☐ has an uneven organizational structure which affects the reader's ability to always see the connection between how related ideas have been grouped together. ☐ uses words or phrases to link opinions with reasons; may be mundane or repetitious. ☐ provides a simple concluding statement or section; may be underdeveloped.	(Organization & Structure) The writing: ☐ fails to introduce or reference a topic or text. ☐ does not state an opinion or opinion may be confusing or ambiguous. ☐ does not use identifiable organization; writing lacks a sense of direction or seems random. ☐ fails to link opinions with reasons or connections may be irrelevant or incorrect. ☐ has no identifiable conclusion.	**12-15 = Meets** **9-11 = Approaching** **< 9 = Below** Subtotal:

4th Grade Opinion Text-Based Writing Rubric (Continued)

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Writing	**W.4.1b**	**(Ideas & Content) The writing:** ☐ effectively addresses the prompt/task with a clear, focused, engaging response. ☐ provides 3+ logically ordered reasons that are convincingly supported by facts and details.	**(Ideas & Content) The writing:** ☐ addresses the prompt/task with some drift in focus. ☐ provides 1 to 2 reasons that are adequately supported by facts or details.	**(Ideas & Content) The writing:** ☐ does not address the prompt/task; lacks focus. ☐ offers no reasons or provides reasons which are irrelevant, insufficient, or are not supported by facts and details.	**5-6 = Meets** **4 = Approaching** **<4 = Below** Subtotal:
Language	**L.4.1** **L.4.2** **(L.4.5)** **(L.4.6)**	**(Sentence Fluency) The writing:** ☐ incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud. **(Conventions) The writing:** ☐ demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor. **(Word Choice & Vocabulary) The writing:** ☐ accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to "see" what the author is trying to convey.	**(Sentence Fluency) The writing:** ☐ has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding. **(Conventions) The writing:** ☐ contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding. **(Word Choice & Vocabulary) The writing:** ☐ incorporates ordinary words and phrases; features functional vocabulary that communicates the message.	**(Sentence Fluency) The writing:** ☐ has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read. **(Conventions) The writing:** ☐ numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand. **(Word Choice & Vocabulary) The writing:** ☐ uses a limited range of words and/or some vocabulary is misused making the message unclear.	**7-9 = Meets** **5-6 = Approaching** **<5 = Below** Subtotal:

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. ( ) = partially meets the requirements of the standard.

Score "O" - The writing is scored with **"O"** when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

29 – 36 = Meets Grade Level Expectation
22 – 28 = Approaching Grade Level Expectation
< 22 = Below Grade Level Expectation

Overall Score: ☐

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**L.4.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**L.4.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*). **b.** Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. **c.** Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. **d.** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). **e.** Form and use prepositional phrases. **f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. **g.** Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).	**a.** Use correct capitalization. **b.** Use commas and quotation marks to mark direct speech and quotations from a text. **c.** Use a comma before a coordinating conjunction in a compound sentence. **d.** Spell grade-appropriate words correctly, consulting references as needed.	**a.** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. **b.** Recognize and explain the meaning of common idioms, adages, and proverbs. **c.** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **L.4.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).