

Prairie-Hills 144 – Opinion/Argument Rubric, Grade 3

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion CCSS*: ➤ W – 1 a ➤ W – 1 b ➤ W – 4	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➤ W – 1 a ➤ W – 1 c ➤ W – 1 d ➤ W – 4	<ul style="list-style-type: none"> • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Uses linking words and phrases skillfully to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Uses linking words and phrases to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Uses some linking words to connect reasons to opinion but simplistically or ineffectively 	<ul style="list-style-type: none"> • Organizes with no evidence of paragraph structure • Uses no linking words
Support/ Evidence CCSS: ➤ RIT – 1 ➤ W – 1 b	<ul style="list-style-type: none"> • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> • Supports opinion with relevant reasons • Provides clear explanation of how reasons support opinion 	<ul style="list-style-type: none"> • Supports opinion with minimal and/or irrelevant reasons • Provides some explanation of how reasons support opinion 	<ul style="list-style-type: none"> • Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion
Language CCSS: ➤ L – 1 ➤ L – 2	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses some correct but repetitive sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> • Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading-Informational Text; “L” = Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (3rd) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 4th grade standards were referenced.

Adapted By: EGUSD.CPL.12.10.2012

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The letter abbreviations are as follows:

CCSS = Common Core State Standards

W = Writing

RIT= Reading – Informational Text

L=Language

Strand (Domain)	2nd	3rd	4th
Writing	<ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading – Informational Text	<ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. 	<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Language	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.