Opinion/Argument Rubric, Grade ___1___ Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Opinion CCSS*: ➢ W – 1	• Responds skillfully with all statements related to the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds with all statements related to the prompt • States an opinion that demonstrates an understanding of the topic/text	• Responds with most statements related to the prompt • States an opinion that demonstrates limited understanding of the topic/text	• Responds with little or no statements related to the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1	• Introduces the topic and states a strong opinion • Supplies multiple reasons to support the opinion • Provides a concluding statement • Uses linking word(s) to connect opinion and reasons	• Introduces the topic and states a clear opinion • Supplies a reason to support the opinion • Provides some sense of closure	• Introduces the topic and states an unclear opinion • Supplies a reason that does not support the opinion • Attempts some sense of closure	• Does not introduce the topic and/or opinion is missing • Does not supply a reason • Does not provide a sense of closure
Support/ Evidence CCSS: ➢ W – 1	• Supports opinion(s) with two or more relevant facts and details	• Supports opinion with a relevant reason	• Supports opinion with minimal and/or irrelevant reasons	• Does not support opinion
Language- Conventions of Grammar and Usage CCSS: ➢ L – 1c, j	• Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and/or compound sentences	• Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and/or compound sentences
Language – Conventions of Capitalization Punctuation, and Spelling CCSS: ➢ L – 2 a-e	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional sound/ spelling for words with common spelling patterns and irregular sight words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses apostrophes and end punctuation correctly • Applies conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional sound/spelling for most consonant and short-vowel sounds	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels

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