Opinion/Argument Rubric, Grade __3___ 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 – 1a ➢ W – 1 b ➢ W – 4	• Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• 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 – 1a ➢ W – 1c ➢ W – 1d ➢ W – 4	• 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	• Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Uses linking words and phrases to connect reasons to opinion	• 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	• Organizes with no evidence of paragraph structure • Uses no linking words
Support/ Evidence CCSS: ➢ RIT – 1 ➢ W – 1b	• Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides explanation/analysis of how evidence supports opinion	• Supports opinion with relevant reasons • Provides clear explanation of how reasons support opinion	• Supports opinion with minimal and/or irrelevant reasons • Provides some explanation of how reasons support opinion	• Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion
Language CCSS: ➢ L – 1 ➢ L – 2	• 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	• 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	• 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	• 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)