Opinion/Argument Rubric, Grade __6___ 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 – 1b ➢ W - 4	• Responds skillfully to all parts of the prompt • States an argument/claim/opinion that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an argument/claim/ opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an argument/claim/ 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 purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/ claim/opinion	• Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words, phrases, and clauses appropriately to connect reasons to argument/ claim/opinion	• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words, phrases, or clauses to connect reasons to argument/ claim/opinion but simplistically	• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words, phrases, or clauses
Support/ Evidence CCSS: ➢ RIT – 1 ➢ W – 1b ➢ W – 9b	• Supports opinion skillfully with substantial and relevant evidence • Provides insightful explanation/analysis of how evidence supports claim(s)	• Supports opinion with sufficient and relevant evidence • Provides clear explanation/analysis of how evidence supports claim(s)	• Supports opinion with limited and/or superficial evidence • Provides some explanation/analysis of how evidence supports claim(s)	• Does not support opinion with evidence and/or evidence is irrelevant or inaccurate • Provides no or inaccurate explanation/analysis of how evidence supports claim(s)
Language CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) 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 repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose	• Does not demonstrate sentence mastery • 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)

Hayward Unified School District Educational Services- 2013
Adapted from Elk Grove Unified School District