

SJUSD– Opinion/Argument Rubric, Grade 4

	4 (Exceeds Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)	Score
Focus/Opinion CCSS*: ~~~~~ W-1 ~~~~~ W-1b ~~~~~ 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 and supplies reasons that demonstrate an understanding of topic/text 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an opinion and supplies reasons that demonstrate limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Demonstrates little to no understanding of topic/text 	Q1 ____
Organization CCSS: ~~~~~ W-1a ~~~~~ W-1c ~~~~~ W-1d ~~~~~ W-4	<ul style="list-style-type: none"> Introduces the topic and creates an organizational structure in which ideas are logically grouped to support the writer’s purpose Uses linking words, phrases, and clauses skillfully to connect reasons to opinion Provides a concluding statement or section related to the opinion presented Uses a multi-paragraph structure, including introduction, body, conclusion 	<ul style="list-style-type: none"> Introduces the topic and creates an organizational structure in which related ideas are grouped to support the writer’s purpose Uses linking words and phrases appropriately to connect reasons to opinion, such as <i>for instance, in addition</i> Provides a concluding statement or section Uses a multi-paragraph structure 	<ul style="list-style-type: none"> Attempts to create an organizational structure in which related ideas are grouped to support the writer’s purpose Uses some linking words to connect reasons to opinion but simplistically and ineffectively Attempts to provide a concluding statement Attempts to use a multi-paragraph structure 	<ul style="list-style-type: none"> Does not create an organizational structure in which related ideas are grouped to support the writer’s purpose. Uses no linking words or phrases Does not provide a concluding statement or section Does not use a multi-paragraph structure 	Q2 ____
Support/Evidence CCSS: ~~~~~ RI-1 ~~~~~ W-1b ~~~~~ W-9b	<ul style="list-style-type: none"> Supports opinion skillfully with substantial and relevant facts, details, quotations and/or reasons Provides insightful explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Supports opinion with relevant facts, details, and/or reasons Correctly paraphrases from the text Provides clear explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Supports opinion with minimal and/or irrelevant facts, details, and or reasons Attempts to paraphrase from the text Provides some explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> Does not support opinion with facts, details, and/or reasons Copies directly from the text Provides no or inaccurate explanation/analysis 	Q3 ____
Language CCSS: ~~~~~ L-1 ~~~~~ L-2	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures, including simple, compound, <i>and</i> complex sentences Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability Utilizes precise and domain specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> Uses correct and varied sentence structures, including simple, compound, and complex sentences Demonstrates grade level appropriate conventions (grammar, punctuation, capitalization, and spelling); errors are minor Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> Uses some correct sentence structures, but sentences are repetitive and/or simple Demonstrates some grade level appropriate conventions Utilizes some precise language and/or domain specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> Uses little to no correct sentence structure Demonstrates limited understanding of grade level appropriate conventions Does not utilize precise language or domain-specific vocabulary 	Q4 ____

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

4 (Exceeds Grade Level)
15-16

3 (At Grade Level)
11-14

2 (Approaching Grade Level)
7-10

1 (Below Grade Level)
4-6

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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 (4th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RI= Reading – Informational Text

L=Language

Strand	3rd	4th	5th
Writing	<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. 9. Begins in 4th grade. 	<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. 	<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 ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 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 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. 	<ol style="list-style-type: none"> 1. Quote accurately from 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.