

P.S. 71 The Forest School
2013-2014
Grade 4 – Opinion Writing Unit

4 th Grade ELA Rubric	Level 4 Exceeding the Standards	3.5	Level 3 Meeting the Standards	2.5	Level 2 Approaching the Standards	1.5	Level 1 Attempting the Standards	Level 0 No Evidence
Trait 1: Focus: Opinion (CCLS W.1)	States and maintains an opinion on the topic that is insightful and/or demonstrates a complex understanding of the topic.		States and maintains an opinion on the topic. clear throughout		States an opinion related to the topic, but does not maintain the opinion across the essay.		Attempts to state an opinion , but does not take up a particular side of the issue. May introduce the general topic rather than stating an opinion about the topic.	retell
Trait 2: Development (CCLS W.1)	Includes a variety of evidence to support each reason, including some quotes from the text. Discusses/explains some evidence using domain-specific vocabulary where appropriate.		Writes relevant examples or pieces of information about each reason . Most information supports the overall opinion and includes some domain-specific vocabulary .		The writer provides reasons for the overall opinion. Some information or explanation is provided as support for the writer's reason(s) or to connect the reason(s) to the overall opinion.		Provides only one reason or reasons do not make sense . The writer attempts to write more about at least one reason in the form of explanatory sentence(s) or supporting information.	no reasons
Trait 3: Reading (CCLS R.1)	Demonstrates an insightful understanding of literal and inferential details from the text.		Demonstrates an accurate understanding of literal and inferential details from the text.		Demonstrates a mostly literal understanding of source material, including some misunderstandings .		Attempt(s) to include and/or explain text evidence. Demonstrates inaccurate understandings of the source material.	nothing from text
Organization ¹ (CCLS W.1)	Trait 4: Intro & Conclusion CCLS W.1		Provides an introduction , clearly announcing that this is opinion writing . Attempts to inspire readers to care about the topic and/or opinion. Provides a conclusion that connects to the writer's overall opinion . May reflect on the original opinion.		Provides a very brief introduction , which may not connect closely to the overall opinion. Provides a conclusion that may restate the opinion .		Gestures towards an introduction and/or a conclusion . These sections may go off on tangents , relating to the topic generally but not addressing an opinion veers off	
	Trait 5: Structure CCLS W.1		Uses paragraphing to group supporting ideas and their relevant evidence. It's clear how each section has been organized.		Organizes reasons into a list – either through a preview of the reasons in an introduction or by creating body paragraphs or other internal sections that list reasons supporting the writer's opinion. Some sections are well defined.		Attempts to create an organizational structure . May alternate between expressing an opinion and stating a reason, or merely list reasons in a way that makes it hard to connect them to the opinion of the writer .	
	Trait 6: Transitions CCLS W.1		Uses words and phrases to shift from reasons to opinions or to introduce a new point . Within Specifically, For instance, In order to, In addition paragraph to paragraph		Some ideas and reasons are connected using linking words . Because For example,		Attempts to use transitional words and phrases to connect opinion and reasons: may do so inconsistently, overuse them , use them inappropriately at times, or only use very basic transitional words.	
	Trait 7: Conventions (CCLS W.1)		High-frequency words and some Tier II words and domain-specific vocabulary are spelled conventionally. Basic punctuation is accurate and helps the reader; some punctuation of quotes from text is accurate.		High-frequency words are spelled conventionally. Punctuation allows for the audience to read the essay with understanding.		A pattern of frequent errors in grammar, usage and/or mechanics interfere with audience understanding.	

Assessment	Points	Benchmark
Pre Assessment		
Post Assessment		