

## Grades 3-5 Opinion 10-point Rubric

Name:		Score: /10			
Purpose/Organization	4	3	2	1	4
	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> opinion is introduced, clearly communicated, and the focus is strongly maintained for the task, purpose, and audience</li> <li><input type="checkbox"/> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li><input type="checkbox"/> effective introduction and conclusion</li> <li><input type="checkbox"/> logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the opinion is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li><input type="checkbox"/> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li><input type="checkbox"/> adequate introduction and conclusion</li> <li><input type="checkbox"/> adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure and flaws are evident. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li><input type="checkbox"/> inconsistent use of transitional strategies and/or little variety</li> <li><input type="checkbox"/> introduction or conclusion, if present, may be weak</li> <li><input type="checkbox"/> uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li><input type="checkbox"/> few or no transitional strategies are evident</li> <li><input type="checkbox"/> introduction and/or conclusion may be missing</li> <li><input type="checkbox"/> frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	
Evidence/Elaboration	4	3	2	1	4
	<p>The response provides thorough elaboration of the convincing support/evidence for the opinion that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comprehensive evidence from sources is integrated; references are relevant, and specific</li> <li><input type="checkbox"/> effective use of a variety of elaborative techniques</li> <li><input type="checkbox"/> vocabulary is clearly appropriate for the audience and purpose</li> <li><input type="checkbox"/> effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adequate evidence from the sources is integrated; some references may be general</li> <li><input type="checkbox"/> adequate use of some elaborate techniques</li> <li><input type="checkbox"/> vocabulary is generally appropriate for the audience and purpose</li> <li><input type="checkbox"/> generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li><input type="checkbox"/> weak or uneven use of elaborative techniques, development may consist primarily of source summary</li> <li><input type="checkbox"/> vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li><input type="checkbox"/> inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li><input type="checkbox"/> minimal, if any, use of elaborative techniques</li> <li><input type="checkbox"/> vocabulary is limited or ineffective for the audience and purpose</li> <li><input type="checkbox"/> little or no evidence of appropriate style</li> </ul>	
Conventions	2		1	0	2
	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>		<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	

*(Based on SBAC rubrics)*

\*Elaborative techniques may include the use of personal experiences that support the opinion(s).

NS ~ No Score: unintelligible; in a language other than English; off-topic; copied text; off-purpose (Off-purpose responses still receive a score in Conventions.)

**Conventions Holistic Scoring:**

**Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling.

**Severity:** Basic errors are more heavily weighted than higher-level errors.

**Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.