# Argumentation/Opinion Text-Based Writing Rubric

# Grade 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| Reading/ Research | The writing –   * makes effective use of available resources * skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy * uses credible sources\* | The writing –   * makes adequate use of available resources * supports an opinion with relevant and sufficient facts and details from resources with accuracy * uses credible sources\* | The writing –   * makes limited use of available resources * inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy * inconsistently uses credible sources\* | The writing –   * makes inadequate use of available resources * fails to support an opinion with relevant and sufficient facts and details from resources with accuracy * attempts to use credible sources\* |
| Development | The writing –   * addresses all aspects of the writing task with a tightly focused response * states an opinion * effectively provides reasons to support the opinion that are sufficient and relevant * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with a focused response * states an opinion * provides reasons to support the opinion that are sufficient and relevant * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with an inconsistent focus * states an opinion * inconsistently provides reasons to support the opinion that are sufficient and relevant * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * attempts to address the writing task but lacks focus * states an opinion * provides reasons to support the opinion that are insufficient and/or irrelevant * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * effectively introduces the topic or text being written about * creates an organizational structure in which related ideas are grouped to support the writer’s purpose * effectively uses linking words and/or phrases to connect opinion and reasons * provides an effective concluding statement or section | The writing –   * introduces the topic or text being written about * creates an organizational structure * uses linking words and/or phrases to connect opinion and reasons * provides a concluding statement or section | The writing –   * introduces the topic or text being written about * has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) * inconsistently uses linking words and/ or phrases to connect opinion and reasons * provides a sense of closure | The writing –   * identifies the topic * has little or no evidence of purposeful organization |
| Language/ Conventions | The writing –   * demonstrates a well-developed command of standard English conventions * skillfully employs language and tone appropriate to audience and purpose * has sentences that are skillfully constructed with appropriate variety in length and structure | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * employs language and tone appropriate to audience and purpose * has sentences that are generally complete with sufficient variety in length and structure | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * inconsistently employs language and tone appropriate to audience and purpose * has some sentence formation errors and/or a lack of sentence variety | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * employs language and tone that are inappropriate to audience and purpose * has frequent and severe sentence formation errors and/or a lack of sentence variety |

\* If applicable

∆ Added by NCSD#1

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