Rubric for Opinion Writing – Grade 3

	1 point		2 points		3 points		4 points	Score
STRUCTURE								
Overall	The writer wrote her opinion or her likes and dislikes and said why.		The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.		The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.		The writer made a claim about a topic or a text and tried to support his reasons.	
Lead	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.		The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.		The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.		The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	
Transitions	The writer said more about her opinion and used words such as *and* and *because*.		The writer connected parts of his piece using words such as *also*, *another*, and *because*.		The writer connected her ideas and reasons with her examples using words such as *for example* and *because*. She connected one reason or example using words such as *also* and *another*.		The writer used words and phrases to glue parts of his piece together. He used phrases such as *for example*, *another example*, *one time*, and *for instance* to show when he wanted to shift from saying reasons to giving evidence and *in addition to*, *also*, and *another* to show when he wanted to make a new point.	
Ending	The writer wrote an ending for his piece.		The writer wrote an ending in which she reminded readers of her opinion.		The writer worked on an ending, perhaps a thought or comment related to his opinion.		The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	
Organization	The writer wrote a part where she got her readers' attention and a part where she said more.		The writer's piece had different parts; he wrote a lot of lines for each part.		The writer wrote several reasons or examples why readers should agree with her opinion and wrote at least several sentences about each reason. The writer organized her information so that each part of her writing was mostly about one thing.		The writer separated sections of information using paragraphs.	
								TOTAL:

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DEVELOPMENT								
Elaboration*	The writer wrote at least one reason for his opinion.		The writer wrote at least two reasons and wrote at least a few sentences about each one.		The writer not only named his reasons to support his opinion, but also wrote more about each one.		The writer gave reasons to support her opinion. She chose the reasons to convince her readers. The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.	
Craft*	The writer used labels and words to give details.		The writer chose words that would make readers agree with his opinion.		The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.		The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought. The writer made choices about which evidence was best to include or not include to support his points. The writer used a convincing tone.	
								TOTAL:
LANGUAGE CONVENTIONS								
Spelling	The writer used all he knew about words and chunks of words (*at*, *op*, *it*, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.		To spell a word, the writer used what she knew about spelling patterns (*tion*, *er*, *ly*, etc.). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.		The writer used what he knew about word families and spelling rules to help him spell and edit. The writer got help from others to check his spelling and punctuation before he wrote his final draft.		The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.		The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, he put in the apostrophe.		The writer punctuated dialogue correctly, with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.		When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix his run-on sentences.	
								TOTAL: