Argument/Opinion Standards-Referenced Rubric GRADE 3

GRADE 3						
	4	3	2	1		
	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard		
Ideas and Organization 3.W.1a Introduce a topic or text they are writing about, state an opinion and create organizational structure that lists facts, or text based reasons.	The writing introduces the topic or text clearly and groups related ideas in paragraphs and sections to support the writer's purpose.	The writing introduces the topic or text and groups related information facts/text-based reasons together.	The writing lacks a clear introduction of the topic or text and the facts and reasons are not organized.	The writing lacks a topic and not all the facts and reasons are related.		
Content and Development 3.W.1b Provide reasons that support the opinion.	The writing develops the topic with three or more facts, definitions and or concrete details, quotations or other information and examples related that support the topic.	The writing develops the topic with three facts and/or details that support the writer's purpose.	The writing develops the topic with less than three facts, definitions or details; or the details do not support the topic.	The writing does not develop the topic with relevant facts, or details.		
Transitions and Conclusions 3.W.1c Link opinion and reasons using words and phrases.	The writing uses a variety of three or more linking words, phrases, and/or clauses to connect reasons and opinions.	The writing uses two linking words and/or phrases to connect reasons and opinions.	The writing uses less than two linking words and/or phrases to connect reasons and opinions.	The writing has less than two linking words and/or phrases that may/or may not be used correctly.		
3.W.1d Provide a concluding statement or section that reinforce or restate the opinion.	The writing has a concluding statement or section that strengths and restates the opinion presented.	The writing has a concluding statement or section that reinforces or restates the opinion presented.	The conclusion is not related to the opinion.	The conclusion is absent.		
Language, Structure and Style 3.L.1a Print many upper-and lowercase letters. 3.L.1i Produce simple, compound and complex	The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns and relative adverbs appropriate to function and purpose.	The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.	The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose; errors may interfere with readability.	The writing uses nouns, pronouns and/or verbs appropriate to function and purpose; errors interfere with readability.		
sentences.	The writing demonstrates a variety of correct simple, compound and/or complex sentences.	The writing demonstrates a variety of simple, compound and/or complex sentences and minor errors do not interfere with meaning.	The writing demonstrates simple, compound or complex sentences; errors may interfere with meaning.	The writing demonstrates simple sentences; errors may interfere with meaning.		

Conventions 3.L.2a Capitalize appropriate words in titles.	The writing consistently demonstrates correct capitalization in all situations.	The writing demonstrates correct capitalization with proper nouns, the first word in a sentence <u>and titles;</u> minor errors do not interfere with readability.	The writing demonstrates correct capitalization; errors may interfere with readability.	The writing demonstrates incorrect capitalization; errors interfere with readability.
3.L.2b,c Use commas in addresses. Use commas and quotation marks in dialogue.	The writing uses quotation marks and commas correctly ¹ before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses).	The writing uses quotation marks and commas correctly (i.e. dates, lists, quotations, greetings, closing of letters, addresses) and minor errors do not interfere with readability.	The writing uses commas if necessary (i.e. dates, lists, quotations, greetings, closing of letters, addresses); errors may interfere with readability.	The writing incorrectly uses commas (i.e. dates, lists, greetings, quotations, closing of letters, addresses); errors interfere with readability.
3.L.2e, fUse conventional spelling for high-frequency and other studies words and for adding suffixes to base words.Use spelling patterns and generalizations in writing words.	The spelling is correct demonstrating above grade level spelling.	The grade level spelling is generally correct and does not detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).	The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).	The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).

1

GR3 Argument Opinion 1_23_2015

GR3 Argument Opinion 1_23_2015