

**Argument/Opinion Standard Referenced Rubric
Grade 4**

| | 4 Exceeds Standard | 3 Meets Standard | 2 Partially Meets Standard | 1 Below Standard |
|--|---|--|--|---|
| Ideas and Organization 4.W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. | The writing clearly introduces the topic or text logically groups related ideas in paragraphs and sections to support the writer’s purpose. | The writing clearly introduces the topic or text and groups related ideas in paragraphs and sections to support the writer’s purpose. | The writing introduces the topic or text and attempts to group related ideas in paragraphs and sections to support the writer’s purpose. | The writing lacks a clear introduction of the topic or text and the facts and reasons are not organized. |
| Content and Development 4.W.1b Provide reasons that are supported by facts and details. | The writing develops the topic with three or more logically ordered relevant facts and/or details. | The writing develops the topic with three or more relevant facts, reasons and/or details. | The writing develops the topic with less than three reasons, facts and/or details; or the fact/reasons/details do not support the topic. | The writing does not develop the topic with relevant facts, reasons, and/or details. |
| Transitions and Conclusions 4.W.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 4.W.1d Provide a concluding statement or section that reinforces or restates the opinion presented. | The writing uses linking words, phrases and/or clauses to enhance logical organization and understandability of ideas within categories of information. The writing has a concluding statement or section that strengthens and restates the opinion presented. | The writing uses three or more linking words and/or phrases to connect reasons and opinions. The writing has a concluding statement or section that reinforces or restates the opinion presented. | The writing has less than three linking words and/or phrases that may/or may not be used correctly. The writing has a concluding statement or sections that attempts to reinforce or restate the opinion presented. | The writing has less than two linking words and/or phrases that may/or may not be used correctly. The conclusion statement or section is absent. |
| Language, Structure and Style 4.L.1a Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns and relative adverbs appropriate to function and purpose. | The writing uses nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions and interjections appropriate to function and purpose. | 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; errors may begin to interfere with readability. | The writing uses nouns, pronouns and/or verbs appropriate to function and purpose; errors interfere with readability. |

| | | | | |
|--|---|---|---|--|
| <p>4.L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> | <p>The writing includes a variety of complete simple, compound and/or complex sentences correctly and purposefully to create the desired effect.</p> | <p>The writing demonstrates a variety of complete simple, compound and/or complex sentences without using fragments for run-on sentences.</p> | <p>The writing demonstrates simple, compound or complex sentences; errors begin to interfere with meaning.</p> | <p>The writing demonstrates simple and compound sentences; errors interfere with meaning.</p> |
| <p style="text-align: center;">Conventions</p> <p>4.L.2a Use correct capitalization.</p> <p>4.L.2b,c Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>4.L.2d Spell grade- appropriate words correctly, consulting references as needed.</p> | <p>The writing consistently demonstrates correct capitalization in all situations.</p> <p>The writing uses commas correctly before coordinating conjunctions in compound sentences if necessary (i.e. dates, lists, quotations, greetings, closing of letters, addresses, and introductory elements). The writing uses quotation marks correctly.</p> <p>The spelling is correct and demonstrates above grade level spelling ability.</p> | <p>The writing demonstrates correct capitalization; minor errors do not interfere with readability.</p> <p>The writing uses commas correctly before coordinating conjunctions in compound sentences if necessary (i.e. dates, lists, quotations, greetings, closing of letters, addresses). The writing uses quotation marks correctly.</p> <p>The spelling is generally correct and does not detract from the readability of the writing; demonstrates grade level spelling.</p> | <p>The writing demonstrates correct capitalization in most situations; errors may interfere with readability.</p> <p>The writing uses commas and quotation marks if necessary (i.e. dates, lists, quotations, greetings, closing of letters, addresses); errors may begin to interfere with readability.</p> <p>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).</p> | <p>The writing does not demonstrate correct capitalization; errors interfere with readability.</p> <p>The writing incorrectly uses commas and quotation marks (i.e. dates, lists, greetings, quotations, closing of letters, addresses); errors interfere with readability.</p> <p>The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p> |