

**Opinion Writing Rubric
Grade 3**

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic or text clearly (4W1a) ▪ skillfully states an opinion (4W1a) ▪ creates an organizational structure in which related ideas are grouped to support the writer’s purpose (4W1a) ▪ links opinion and reasons using words and phrases (4W1c) ▪ provides a concluding statement or section related to the opinion presented (4W1d) ▪ produce clear and coherent writing appropriate to task, purpose, and audience (4W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic or text being written about (3W1a) ▪ states an opinion (3W1a) ▪ creates an organizational structure that lists reasons (3W1a) ▪ uses linking words and phrases to connect opinion and reasons (3W1c) ▪ provides a concluding statement or section (3W1d) ▪ produce writing appropriate to task and purpose, with guidance and support from adults (3W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the topic or text being written about ▪ attempts to state an opinion ▪ attempts to create an organizational structure that lists reasons ▪ attempts to use linking words and phrases to connect opinion and reasons ▪ attempts to provide a concluding statement or section ▪ attempts to produce writing appropriate to task and purpose, with guidance and support from adults 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the topic or text being written about ▪ makes little or no attempt to state an opinion ▪ makes little or no attempt to create an organizational structure that lists reasons ▪ makes little or no attempt to use linking words and/or phrases to connect opinion and reasons ▪ makes little or no attempt to provide a sense of closure ▪ makes little or no attempt to produce writing appropriate to task and purpose, with guidance and support from adults 	<p>Organization/ Purpose 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> ▪ provides reasons that are supported by facts and details (4W1b) ▪ uses relevant information from experiences or print and digital sources (4W8) ▪ provides a list of sources, when appropriate (4W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ provides reasons to support opinion (3W1b) ▪ uses information from experiences or print and digital sources (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to provide reasons to support opinion ▪ attempts to use information from experiences or print and digital sources 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to provide reasons to support opinion ▪ makes little or no attempt to use information from experiences or print and digital sources 	<p>Evidence/ Elaboration 2 x =</p>
<p>The writing –</p> <ul style="list-style-type: none"> • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)* • has errors that do not interfere with understanding (4L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* ▪ has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	<p>Language/ Conventions 1 x =</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in a language other than English, off topic, and/or off purpose

*Conventions Chart p. 2

CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e) • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3L2f) • Correctly spell words at grade level and below 	<p>Capitalize</p> <ul style="list-style-type: none"> • Appropriate words in titles (3L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> • In addresses (e.g. 12345 67th Ave., Spokane, WA) (3L2b) • use commas and quotation marks in dialogue (3L2c) <p>Apostrophe:</p> <ul style="list-style-type: none"> • In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d) 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular plural nouns. (3L1b) • Correctly use abstract nouns (e.g., childhood). (3L1c) <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular verbs. (3L1d) • Correctly use simple verb tenses (e.g. I walked; I walk; I will walk). (3L1e) <p>Adjectives:</p> <ul style="list-style-type: none"> • Correctly use comparative and superlative adjectives and adverbs. (3Lg) <p>Agreement:</p> <ul style="list-style-type: none"> • Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f) • Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h) 	<ul style="list-style-type: none"> • Produce simple, compound, and complex sentences. (3L1i)

* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*
Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier