

**WRITING RUBRIC GRADE-LEVEL STANDARDS  
CC WS 1 OPINION – THIRD GRADE**

	DOES NOT MEET (1)	ALMOST MEETS (2)	MEETS (3)	EXCEEDS (4)
<b>OPINION</b>	<p>Limited information on topic</p> <p>Does not state opinion</p> <p>Includes little to no facts for focus</p> <p style="text-align: right;">(1)</p>	<p>Lacks topic sentence</p> <p>Opinion is not evident</p> <p>Supporting sentences are unclear</p> <p style="text-align: right;">(2)</p>	<p>Begins with a clear and interesting topic sentence that states an opinion about a topic and/or text</p> <p>Paper includes relevant and supporting sentences</p> <p>Organizational structure lists reasons</p> <p>Provides reasons that support the opinion</p> <p>Use linking words and phrases such as, <i>because, therefore, since,</i> and, <i>for example</i> to connect opinion and reasons</p> <p>Uses multiple sources such as, print and internet to gather information about the topic</p> <p>Provides a concluding statement or section (3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Provides reasons that are supported by facts and details</p> <p style="text-align: right;">(4)</p>
<b>ORGANIZATION &amp; FOCUS</b>	<p>Disjointed ideas</p> <p>Organization not well planned</p> <p>Incomplete or missing graphic organizer</p> <p style="text-align: right;">(1)</p>	<p>Includes simple supporting details that follow a logical order</p> <p>Graphic organizer not followed</p> <p style="text-align: right;">(2)</p>	<p>Includes well-developed supporting facts and details</p> <p>Uses transition words to move the reader from one detail to the next</p> <p>Clearly planned writing with graphic organizer</p> <p>Document is neat and legible</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Paper is are well-developed with smooth transitions and indentations</p> <p>States an opinion with supporting details, if applicable</p> <p>Well-designed graphic organizer</p> <p style="text-align: right;">(4)</p>
<b>LANGUAGE CONVENTIONS</b>	<p>Writes incomplete sentences</p> <p>No subject/verb agreement or usage of pronouns, adjectives, compound words and articles</p> <p>Incorrect use of past, present, and future verb tenses</p> <p>Uses no punctuation, commas and capitalization</p> <p>Poor spelling</p> <p style="text-align: right;">(1)</p>	<p>Writes mostly simple sentences with correct punctuation</p> <p>Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles</p> <p>Some correct use of past, present and future verb tenses</p> <p>Some correct use of punctuation, commas and capitalization</p> <p>Spells basic short vowels, long vowel, r-controlled and consonant-blends patterns correctly</p> <p style="text-align: right;">(2)</p>	<p>Uses a variation of simple, compound, and complex sentences</p> <p>Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly</p> <p>Uses past, present, and future verb tenses correctly</p> <p>Punctuates dates, city, state, and titles of books correctly</p> <p>Uses commas in dates, locations, and addresses and for items in a series correctly</p> <p>Capitalizes geographical names, holidays, historical periods, and special events correctly</p> <p>Spells one-syllable words that have blends, contractions, compounds, orthographic patterns (doubling consonants, change y to ies), and common homophones correctly</p> <p style="text-align: right;">(3)</p>	<p>Meets all expectations set forth in (3)</p> <p>Uses irregular verbs, adverbs, prepositions and coordinating conjunctions</p> <p>Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate</p> <p>Uses underlining, quotation marks or italics to identify titles of documents, when appropriate</p> <p>Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate</p> <p>Spells prefixes and suffixes correctly</p> <p style="text-align: right;">(4)</p>

**DIRECTIONS:** Each section will be scored separately. You will need to enter 3 scores on Data Director. **NOTE:** Writing Rubric Proficiency levels are 1 – 4. 4 is considered Advanced, 3 is considered Proficient, 2 is considered Basic, and 1 is considered Below Basic. The writing rubric does not have a Far Below Basic level.

Revised directions only 08/27/11