

## Opinion Writing Rubric-Grades 1-2



Writing Descriptors Score Points	4- Deep Command	3- Sufficient Command	2- Partial Command	1- Minimal Command
<p style="text-align: center;"><b>Statement of Purpose/Focus</b></p> <p style="text-align: center;"><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use mentor text to support the form of writing.</li> <li>• Frequently Model this form of writing. (Structured Writing)</li> <li>• Frequently engage students in interactive modeling of this task. (Shared Writing)</li> </ul>	<p>The response demonstrates a clear focus and includes the topic and or the title of the book:</p> <ul style="list-style-type: none"> <li>• Opinion reflects the writer’s thoughts and feelings.</li> <li>• Opinion is supported by a reason, with information from the book/topic.</li> </ul>	<p>The response demonstrates a general focus and includes the topic and or some of the words in the title of the book:</p> <ul style="list-style-type: none"> <li>• Opinion reflects the writer’s thoughts.</li> <li>• Opinion is supported by loosely related information from the book/topic.</li> </ul>	<p>The response is somewhat written with unrelated information that does not address the topic. The topic and/or text is not included in the statement of purpose:</p> <ul style="list-style-type: none"> <li>• Opinion is unclear and unfocused with random information about the book/topic.</li> </ul>	<p>The response may be related to the purpose but may offer little or no focus: The topic and/or text is/are not mentioned in the statement of purpose:</p> <ul style="list-style-type: none"> <li>• Opinion does not reflect the writer’s thoughts or feelings.</li> <li>• Opinion is not related to the topic or book.</li> </ul>
<p style="text-align: center;"><b>Organization</b></p> <p style="text-align: center;"><b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Use the student SURE rubric and teach the components of opinion writing.</li> <li>• Frequently engage students in interactive writing of this task.</li> <li>• Teach text structure(s) (sequence (procedure), chronology (time-order), problem-solution)</li> <li>• Teach semantic clues or signal words (linking) that help writer to compose text with coherence &amp; clarity.(Hess &amp; Hervey, 2010)</li> </ul>	<p>The response has a clear and effective organizational structure and conveys a complete thought appropriate to type and purpose:</p> <ul style="list-style-type: none"> <li>• Includes a variety of transitional words that connect reasons to opinion (e.g., because) or sequences events (e.g. first, second.)</li> <li>• Ideas are ordered from beginning to end.</li> </ul>	<p>The response has a recognizable organizational structure, adequate for type and purpose, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• Adequate use of transitional words with some variety.</li> <li>• Adequate order of ideas from beginning to end.</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• Inconsistent use of transitional words with little variety.</li> <li>• Uneven order of ideas from beginning to end.</li> <li>• Beginning statement and ending, if present, are weak.</li> </ul>	<p>The response has little or no recognizable organizational structure:</p> <ul style="list-style-type: none"> <li>• Few or no transitional words are evident.</li> <li>• Unrelated ideas may be included.</li> </ul>

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<p><b>Elaboration of Evidence</b> <b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Teach students the story narrative structure.</li> <li>• Conduct a close read of text before you do a read aloud</li> <li>• Create a character splash anchor chart for all fiction characters and biographies read.</li> <li>• Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 &amp; 4)</li> <li>• Teach Author’s Craft-alliteration, onomatopoeia, simile, personification, imagery, theme, tone.</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of books, facts, and details:</p> <ul style="list-style-type: none"> <li>• Use of supportive drawings and/or description, details or examples from the book to explain the important ideas.</li> </ul>	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of books, facts, and details:</p> <ul style="list-style-type: none"> <li>• Some adequate drawings and/or adequate details in the response, though reference to the book may be unclear.</li> </ul>	<p>The response provides uneven, general support/evidence for the writer’s opinion that includes partial or uneven use of books,, facts, and details:</p> <ul style="list-style-type: none"> <li>• Somewhat focused drawings and/or details in the response with no mention of the book in the response.</li> </ul>	<p>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• Drawing and/or details are not clear.</li> </ul>
<p><b>Language &amp; Vocabulary</b> <b>Instructional Strategies to support development</b></p> <ul style="list-style-type: none"> <li>• Pair graphics with vocabulary (Explicit teaching)</li> <li>• Examine and document all feeling words related to characters.</li> <li>• Use the READ strategy to teach students to problem solve unknown words.</li> <li>• Introduce students to basic prefixes and suffixes.</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• Effective use of words and/or drawings related to the story or topic, in the writing.</li> <li>• Drawings display attention to detail and/or color.</li> </ul>	<p>The response adequately expresses ideas, using a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>• Adequate use of words and/or drawings from the story in the writing.</li> </ul>	<p>The response expresses ideas unevenly, using few words.</p> <ul style="list-style-type: none"> <li>• Use of words and/or drawings partially related to the topic or book.</li> </ul>	<p>Within the response, the expression of ideas is vague, lacks clarity, or is confusing</p> <ul style="list-style-type: none"> <li>• Use of limited words and/or drawings that are confusing and not related to the topic or book.</li> </ul>

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<p data-bbox="218 203 564 321"><b>Conventions Instructional Strategies to support development</b></p> <ul data-bbox="184 329 598 1122" style="list-style-type: none"> <li>• Explicitly teach the writing of capital and lower case letters and spelling patterns.</li> <li>• Model the correct use of capitalization, spelling and punctuation during interactive writing lessons and answering text dependent questions.</li> <li>• Model the practice of neat handwriting, during the modeling of responses to text dependent questions and throughout all subjects.</li> <li>• Partner with tutors and families to reinforce handwriting outside of the school day.</li> <li>• Embed lessons on punctuation, capitalization and usage in actual writing tasks.</li> <li>• Engage students in peer editing &amp; revising.</li> <li>• Use this rubric and provide students with specific feedback on conventions of writing.</li> </ul>	<p data-bbox="623 203 898 329">The response demonstrates a strong command of conventions:</p> <ul data-bbox="623 342 930 1325" style="list-style-type: none"> <li>• Neatly written words left to right across the page with spaces between them.</li> <li>• Noun and verb agreement.</li> <li>• Appropriate capitalization of proper nouns, first word in a sentence, pronoun I, (1<sup>st</sup> grade, street names, names, 2<sup>nd</sup> grade, days, months, holidays, cities, states, title of a book)</li> <li>• Correct use of punctuation marks (.,?, !)</li> <li>• Correct spelling of high frequency words, character names, story vocabulary)</li> <li>• Multi-syllabic words are spelled accurately or close to accurately</li> </ul>	<p data-bbox="959 203 1234 329">The response demonstrates an adequate command of conventions:</p> <ul data-bbox="959 342 1266 1052" style="list-style-type: none"> <li>• Legible words written left to right across the page with spaces between them.</li> <li>• Some noun and verb agreement. Some errors in usage.</li> <li>• Adequate capitalization may have few errors.</li> <li>• Adequate use of punctuation, capitalization, and spelling.</li> <li>• Some spelling errors with high frequency words, character names and/or story vocabulary.</li> </ul>	<p data-bbox="1281 203 1556 329">The response demonstrates a partial command of conventions:</p> <ul data-bbox="1281 342 1587 1052" style="list-style-type: none"> <li>• Somewhat illegible words do not begin from the far left margin and proceed to the right of the page. Words may or may not be written close together.</li> <li>• Little evidence of noun and verb agreement.</li> <li>• Poor use of capitalization and punctuation.</li> <li>• Multiple spelling errors, but response includes phonetic spellings that are readable.</li> </ul>	<p data-bbox="1602 203 1877 329">The response demonstrates a lack of command of conventions.</p> <ul data-bbox="1602 342 1908 837" style="list-style-type: none"> <li>• Writing is illegible with random letters written close together.</li> <li>• Capitalization of letters is random.</li> <li>• No punctuation marks are used</li> <li>• Words are written with consonant letters appropriate for sounds in the beginning or ending of words.</li> </ul>