



Grades 3-5 Opinion/Argumentation Writing Rubric—BETA Version

Scoring Elements	Approaches Expectations					Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt but lacks focus or is off-task. D: Attempts to address additional demands lack focus, or does not address demands.	Attempts to establish an opinion or claim but lacks a clear purpose.	Addresses prompt appropriately, but with weak or uneven focus. D: Attempts to address additional demands are uneven.	Addresses prompt appropriately and maintains a clear, steady focus; stays on task. Provides a generally convincing position. D: Addresses additional demands sufficiently.	Addresses prompt appropriately and maintains a clear, steady focus; stays on task. Provides a generally convincing position. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus and convincing position; D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus and convincing position; D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.	
Controlling Idea	Attempts to establish an opinion or claim but lacks a clear purpose.	Establishes an opinion or claim.	Establishes an opinion or claim.	Establishes a credible opinion or claim.	Establishes a credible opinion or claim.	Establishes and maintains a substantive and credible opinion or claim.	Establishes and maintains a substantive and credible opinion or claim.	
Reading/Research (when applicable)	Attempts to provide information from reading materials but lacks connections or relevance to purpose of prompt.	Provides some details from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Provides some details from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately provides details from reading materials relevant to the purpose of the prompt that support opinion or claim.	Accurately provides details from reading materials relevant to the purpose of the prompt that support opinion or claim.	Accurately and effectively provides concrete details from reading materials to support opinion or claim.	Accurately and effectively provides concrete details from reading materials to support opinion or claim.	
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Provides appropriate details to support and develop the focus, opinion, or claim with minor lapses in the reasoning, examples, or explanations.	Provides appropriate details to support and develop the focus, opinion, or claim with minor lapses in the reasoning, examples, or explanations.	Provides appropriate and sufficient details to support and develop the focus, opinion, or claim.	Provides appropriate and sufficient details to support and develop the focus, opinion, or claim.	Provides sound reasoning and detailed information to effectively support and develop the focus, opinion, or claim.	Provides sound reasoning and detailed information to effectively support and develop the focus, opinion, or claim.	
Organization	Attempts to organize ideas but lacks control of structure.	Uses an organizational structure to develop reasoning and logic, with minor lapses in structure or coherence.	Uses an organizational structure to develop reasoning and logic, with minor lapses in structure or coherence.	Organizational structure adequately supports and reveals the reasoning and logic of the opinion or claim.	Organizational structure adequately supports and reveals the reasoning and logic of the opinion or claim.	Maintains an organizational structure intentionally and effectively. Structure enhances development of the reasoning and logic of the opinion or claim.	Maintains an organizational structure intentionally and effectively. Structure enhances development of the reasoning and logic of the opinion or claim.	



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<p>Conventions¹</p>	<p>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics appropriate to grade level. Sources not listed.</p>	<p>Demonstrates an uneven command of standard English conventions and cohesion appropriate to grade level. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently lists sources.</p>	<p>Demonstrates a command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources with only minor errors.</p>	<p>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few miscues, as appropriate to grade level. Includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Provides a list of sources using appropriate format.</p>
<p>Content Understanding</p>	<p>Attempts to include disciplinary content in opinion or claim but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</p>	<p>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of disciplinary content; minor errors in explanation.</p>	<p>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</p>	<p>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</p>

¹ Grade level refers to CCSS grade level reading, foundational, and language standards appropriate to the time of year and the student's language development stage.