



## Grades K-2 Opinion Writing Rubric—BETA Version

Scoring Elements	Not Yet		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.		Addresses prompt and provides a position but focus is uneven. D: Attempts to address additional demands are uneven.		Addresses prompt appropriately with a steady focus and provides a position; stays on task. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt with a strong focus and provides convincing position; stays on task. D: Addresses additional demands with thoroughness and makes a connection to opinion or claim.		
Controlling Idea	Lacks a preference, opinion, or claim.		States a preference, opinion, or claim.		States a credible preference, opinion, or claim.		States and maintains a credible preference, opinion, or claim.		
Reading/Research (when applicable)	Provides information not connected or relevant to the reading materials or purpose of the prompt.		Provides details from reading materials relevant to the purpose of the prompt but lacks accuracy or relevance.		Accurately provides details from reading materials that support the preference, opinion, or claim.		Accurately and effectively provides key details from reading materials that support the preference, opinion, or claim.		
Development	Lacks reasons that support preference, opinion, or claim.		Provides reasons that support the preference, opinion, or claim.		Provides sufficient reasons that support the preference, opinion, or claim.		Provides sound reasons and key details that support the preference, opinion, or claim.		
Organization	Lacks organization of ideas.		Attempts to organize ideas.		Demonstrates some elements of organization: including an introduction of topic or book, supporting reasons, and/or closure, a concluding statement, or section.		Demonstrates elements of organization: including an introduction of topic or book, supporting reasons, and closure or a concluding statement or section.		
Conventions <sup>1</sup>	Lacks control of grammar, usage, and mechanics appropriate to grade level.		Demonstrates an uneven command of standard English conventions appropriate to grade level.		Demonstrates a command of standard English conventions, with few miscues, as appropriate to grade level.		Demonstrates and maintains a well-developed command of standard English conventions, with few miscues, as appropriate to grade level.		
Content Understanding	Content is irrelevant, inappropriate, or inaccurate.		Shows basic or uneven understanding of topic or disciplinary content.		Presents generally accurate topic or disciplinary content.		Presents relevant and accurate disciplinary content to demonstrate in-depth understanding.		

<sup>1</sup> 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.