<table>
<thead>
<tr>
<th></th>
<th>4 Above Grade Level</th>
<th>3 At Grade Level</th>
<th>2 Approaching Grade Level</th>
<th>1 Below Grade Level</th>
<th>Score</th>
</tr>
</thead>
</table>
| **Statement of Purpose/Focus** | Response is fully sustained and consistently and purposefully focused:  
- Opinion is clearly stated, focused, and strongly maintained  
- Opinion is communicated clearly within the context | The response is adequately sustained and consistently and generally focused:  
- Opinion is clear and mostly maintained, though some loosely related material may be present  
- Opinion is adequately communicated within the context | The response is somewhat sustained with some unrelated material or a minor drift in focus:  
- May be clearly focused on the opinion but is insufficiently supported  
- Opinion on the issue may be somewhat unclear and unfocused | The response may be related to the purpose but may offer little or no focus:  
- May be very brief  
- May have a major drift  
- Opinion may be confusing or unclear |                                                                                  |
| **Organization**     | The response has a clear and effective organizational structure creating unity and completeness  
- Effective, consistent use of a variety of transitional strategies  
- Logical progression of ideas from beginning to end  
- Effective introduction and closure for audience and purpose | The response has a recognizable organizational structure, though there may be minor flaws and some ideas are loosely connected  
- Adequate use of transitional strategies with some variety  
- Adequate progression of ideas from beginning to end  
- Adequate introduction and conclusion | The response has an inconsistent organizational structure, and flaws are evident  
- Inconsistent use of basic transitional strategies with little variety  
- Uneven progression of ideas from beginning to end  
- Introduction and conclusion are weak but present | The response has little to no organizational structure  
- Few or no transitional strategies are evident  
- Frequent unrelated ideas are present  
- No discernible introduction or conclusion is present |                                                                                  |
<table>
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<tr>
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| Elaboration of Evidence | The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:  
- Use of evidence from sources is smoothly integrated, thorough, and relevant  
- Provides insightful, elaborate explanation/analysis of how evidence supports opinion | The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:  
- Some evidence from sources is integrated, though citations may be general or imprecise  
- Provides clear explanation/analysis of how evidence supports opinion | The response provides uneven, random support/evidence for the writer’s opinion that includes partial use of sources, facts, and details:  
- Evidence from sources is weakly integrated, and citations are uneven  
- Provides some, but weak explanation/analysis of how evidence supports opinion | The response provides very little support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:  
- Use of evidence from sources is minimal, absent, in error, or irrelevant  
- Provides no or inaccurate explanation/analysis of how evidence supports opinion |
| Language and Vocabulary | The response clearly and effectively expresses ideas, using precise language:  
- Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose | The response adequately expresses ideas, employing a mix of precise with more general vocabulary:  
- Uses academic and domain specific vocabulary appropriate for the audience and purpose | The response expresses ideas unevenly, using simplistic language:  
- Uses limited academic and/or domain-specific vocabulary for the audience and purpose | The response expresses ideas vaguely, lacks clarity, and/or is confusing:  
- Uses limited or no academic or domain-specific vocabulary  
- May have little sense of audience and purpose |
| Conventions | The response demonstrates a strong command of conventions:  
- Few, if any, errors, in usage and sentence structure  
- Effective and consistent use of punctuation, capitalization, and spelling | The response demonstrates an adequate command of conventions:  
- Some errors in usage and sentence structure are present, but no pattern of errors is displayed  
- Adequate use of punctuation, capitalization, and spelling | The response demonstrates a partial command of conventions:  
- Frequent errors in usage may interfere with meaning  
- Inconsistent use of punctuation, capitalization, and spelling | The response demonstrates a lack of command of conventions:  
- Errors are frequent and severe and interferes with meaning |
<table>
<thead>
<tr>
<th>Resources</th>
<th>Above Grade Level</th>
<th>At Grade Level</th>
<th>Approaching Grade Level</th>
<th>Below Grade Level</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• All required resources were used</td>
<td>• Most required resources were used</td>
<td>• Some required resources were used</td>
<td>• Little to no required resources were used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Facts were clearly referenced using in-text citations as discussed in class</td>
<td>• Most facts were referenced using in-text citations as discussed in class</td>
<td>• Some in-text citations were used as discussed in class</td>
<td>• Little to no in-text citations were used</td>
<td></td>
</tr>
<tr>
<td>Cover Page</td>
<td>• A cover page was present</td>
<td>• A cover page was present</td>
<td>• A cover page was present</td>
<td>• A cover sheet was present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All instructions were followed to create it</td>
<td>• Most of the instructions were followed to create it</td>
<td>• Some of the instructions were followed to create it</td>
<td>• Little to no instructions were followed (0 score if no cover sheet)</td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>• Bibliography page is present</td>
<td>• Bibliography page is present</td>
<td>• Bibliography page is present</td>
<td>• Bibliography page is present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All formatting is correct</td>
<td>• Most of the formatting is correct</td>
<td>• Some of the formatting is correct</td>
<td>• Little to no formatting is done correctly (0 score if no bibliography page)</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: A response gets no credit (NC) if it provides no evidence of the ability to write an opinion piece.

Overall Score: ______________________
Comments:

**Adapted from Smarter Balanced Opinion Writing Rubric (Grades 3-5)
(Changes have been made to include my own required research components.)**