## Opinion/Argument Rubric, Grade ___1___

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<th>Focus/ Opinion</th>
<th>Above Grade Level</th>
<th>Achieving Standards (At Grade Level)</th>
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| CCSS*:         | • Responds skillfully with all statements related to the prompt  
                 • States an opinion that demonstrates an insightful understanding of topic/text | • Responds with all statements related to the prompt  
                 • States an opinion that demonstrates an understanding of the topic/text | • Responds with most statements related to the prompt  
                 • States an opinion that demonstrates limited understanding of the topic/text | • Responds with little or no statements related to the prompt  
                 • Does not state an opinion and/or demonstrates little to no understanding of topic/text |

| Organization | • Introduces the topic and states a strong opinion  
               • Supplies multiple reasons to support the opinion  
               • Provides a concluding statement  
               • Uses linking word(s) to connect opinion and reasons | • Introduces the topic and states a clear opinion  
               • Supplies a reason to support the opinion  
               • Provides some sense of closure | • Introduces the topic and states an unclear opinion  
               • Supplies a reason that does not support the opinion  
               • Attempts some sense of closure | • Does not introduce the topic and/or opinion is missing  
               • Does not supply a reason  
               • Does not provide a sense of closure |

| Support/ Evidence | • Supports opinion(s) with two or more relevant facts and details | • Supports opinion with a relevant reason | • Supports opinion with minimal and/or irrelevant reasons | • Does not support opinion |

| Language- Conventions of Grammar and Usage | • Uses verb tenses and plural nouns correctly, including irregular forms  
                                             • Produces, expands, and rearranges simple and compound sentences | • Uses singular and plural nouns with correctly matching verbs  
                                             • Produces correct simple and compound sentences | • Uses some singular and plural nouns with correctly matching verbs  
                                             • Produces mostly correct simple and/or compound sentences | • Uses few singular and plural nouns with correctly matching verbs  
                                             • Produces mostly incorrect simple and/or compound sentences |

| Language – Conventions of Capitalization Punctuation, and Spelling | • Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles  
                                                        • Uses commas, apostrophes, and end punctuation correctly all the time  
                                                        • Applies conventional sound/spelling for words with common spelling patterns and irregular sight words | • Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles  
                                                        • Uses commas in a series and with a conjunction correctly; uses apostrophes and end punctuation correctly  
                                                        • Applies conventional sound/spelling for words with common spelling patterns and frequently occurring irregular words | • Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles  
                                                        • Uses commas, apostrophes, and end punctuation correctly some of the time  
                                                        • Applies conventional sound/spelling for most consonant and short-vowel sounds | • Capitalizes incorrectly with many errors  
                                                        • Uses commas, apostrophes, and end punctuation incorrectly or not at all  
                                                        • Applies little to no sound/spelling correspondence of consonants and short vowels |

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)