

# Glenview District 34 Third Grade Opinion Writing Rubric

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Structure: \_\_\_\_\_ /4 = \_\_\_\_\_ Level of Proficiency

☐ Insufficient Evidence

Criteria	1 Needs Support	2 Progressing	3 Meeting Common Core Grade Level Standard	4 Exceeding
<b>Introduction/Lead</b> <b>3.W.1a</b>	The writer does not state an opinion.	The writer states an opinion.	The writer clearly introduces a topic and states an opinion that gives a focus for the piece.	The writer clearly introduces a topic and states an opinion by providing an introductory paragraph that gives a focus for the piece.
<b>Organization</b> <b>3.W.1a</b>	The writer does not have an organizational structure.	The writer attempts an organizational structure. At times the writer may lose focus.	The writer has a logical organizational structure (e.g., lists reasons, problem and solution).	The writer has a logical organizational structure (e.g., lists reasons, problem and solution). The writer groups and prioritizes information in a meaningful way.
<b>Transition/ Linking Words</b> <b>3.W.1c</b>	The writer does not use linking words or phrases.	The writer attempts to use linking words (e.g., because, so) and phrases to connect opinion and reasons. The writer does not always use them appropriately (underuse or distracts the reader).	The writer uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	The writer uses linking words and phrases to connect ideas and opinions within categories of information using linking words and phrases (e.g., for instance, in order to, in addition).
<b>Conclusion/Concluding Statement</b> <b>3.W.1d</b>	The writer does not provide a concluding statement.	The writer attempts to provide a concluding statement.	The writer provides a concluding statement that restates their opinion and revisits the focus for the overall piece.	The writer provides a concluding statement that restates their opinion and revisits and enhances the overall focus of the piece.

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Elaboration: \_\_\_\_\_ /2 = \_\_\_\_\_ Level of Proficiency

☐ Insufficient Evidence

Criteria	1 Needs Support	2 Progressing	3 Meeting Common Core Grade Level Standard	4 Exceeding
<b>Details/Support</b> <b>3.W.1b</b>	The writer does not provide reasons that support the opinion.	The writer provides reasons without examples and/or details that support the opinion.	The writer provides reasons with examples and/or details that support the opinion.	The writer provides reasons with several examples and/or details that support the opinion.
<b>Word Choice/ Vocabulary</b> <b>3.L.6</b>	The writer uses no domain-specific vocabulary.	The writer uses limited domain-specific vocabulary to support a topic or opinion.	The writer uses domain-specific vocabulary and attempts to use precise language (e.g. "spread peanut butter" instead of "put peanut butter") to support a topic or opinion.	The writer consistently uses domain-specific vocabulary and precise language (e.g. "spread peanut butter" instead of "put peanut butter") to support a topic or opinion.

Criteria	Level of Proficiency
<b>Structure</b>	_____
<b><u>PLUS</u></b>	
<b>Elaboration</b>	_____
<b>Overall</b>	_____ /2 = _____