**Teacher Rubric: Opinion Writing (Grades 2-3)**

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|  | **3** | **2** | **1** |
| **Introduction** | Effectively introduces topic; effectively states opinion. | Introduction of topic is present but unclear; opinion is stated but unclear. | Topic is not introduced; opinion is not stated. |
| **Content**  *Requirements*  *Vocabulary* | Writing demonstrates thorough understanding of content.  Content requirements exceeded.  Precise language and subject-specific vocabulary is used accurately & effectively. | Writing demonstrates minimal understanding of the content.  Some content requirements met.  Subject-specific vocabulary is sometimes used accurately. | Writing demonstrates misunderstandings about the content.  Content requirements were not met.  Subject-specific vocabulary is misused or not present. |
| **Development of Ideas**  *Organization*  *Transitions* | Opinion is supported with relevant reasons; connection of reason to opinion is clearly stated.  Appropriate and varied transitions are used throughout. | Reasons are provided, but relevance to opinion is not clear; connection of reasons to opinion is not provided.  Inconsistent use of transitions. | Reasons are not provided.  Minimal or no transitions used. |
| **Conclusion** | Conclusion effectively creates closure to the piece; restates opinion. | Conclusion is present, but lacks clear connection to opinion. | Conclusion is missing. |
| **Conventions**  *Capitalization*  *Punctuation*  *Spelling* | All grade-appropriate expectations are met.  Appropriate capitalization is used all of the time.  Appropriate punctuation is used all of the time.  Appropriate spelling is used all of the time. | Some grade-appropriate expectations are met.  Appropriate capitalization is used some of the time.  Appropriate punctuation is used some of the time.  Appropriate spelling is used all of the time. | Minimal grade-appropriate expectations are met.  Appropriate capitalization is rarely used.  Appropriate punctuation is rarely used.  Many words are spelled incorrectly. |
| **Other** |  |  |  |

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