Elk Grove Unified School District – Opinion/Argument Rubric, Grade ___2___

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion CCSS*: ➢ W - 1	• Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1 ➢ W – 4	• Introduces the topic, states the opinion, and creates an organizational structure • Supplies insightful reasons that support the opinion • Uses linking words and phrases to connect opinion to reasons • Provides a skillful concluding statement or section	• Introduces the topic and states a clear opinion • Supplies reasons that support the opinion • Uses linking words to connect opinion to reasons • Provides a concluding statement or section	• Introduces the topic and states an unclear opinion • Supplies reasons that may not all support the opinion • Uses at least one linking word but it may be incorrect or ineffective • Provides an unclear concluding statement	• Does not introduce the topic and/or does not state an opinion • Does not supply reasons to support the opinion • Uses no linking words • Provides no conclusion
Support/ Evidence CCSS: ➢ RIT –1	• Supports opinion with substantial and relevant reasons	• Supports opinion with relevant reasons	• Supports opinion with minimal and/or irrelevant reasons	• Does not support opinion with reasons
Language-Conventions of Grammar and Usage CCSS: ➢ L – 1b ➢ L – 1e ➢ L – 1g	• Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences	• Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences	• Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences	• Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➢ L – 2	• 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 above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly most of the time • Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors	• 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 some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

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

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (2nd) as well as the previous and subsequent grades. Since the rubric score of "4" represents "above grade level" work, the 3rd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   RIT= Reading – Informational Text   L=Language

Strand (Domain)	1st	2nd	3rd

Writing	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	
	4. Begins in grade 2.
		1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.
		
		4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
			1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
			  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
			  b. Provide reasons that support the opinion.
			  c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
			  d. Provide a concluding statement or section.
			
			4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Reading – Inform. Text	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Language- Conventions of Grammar and Usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		  b. Use collective nouns (e.g., group).
		  e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
		  g. Produce, expand, and rearrange complete simple and compound sentences.
			1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language – Conventions of Capitalization, Punctuation, & Spelling	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.