

**Elk Grove Unified School District – Opinion/Argument Rubric, Grade 6**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<p><b>Focus/ Opinion</b></p> <p>CCSS*:                      ➤ W – 1a                      ➤ W – 1b                      ➤ W - 4</p>	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• States an argument/claim/opinion that demonstrates an insightful understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• States an argument/claim/opinion that demonstrates an understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• States an argument/claim/opinion that demonstrates limited understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Does not state an opinion and/or demonstrates little to no understanding of topic/text</li> </ul>
<p><b>Organization</b></p> <p>CCSS:                      ➤ W – 1a                      ➤ W – 1c                      ➤ W – 1d                      ➤ W – 4</p>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/claim/opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Uses linking words, phrases, and clauses appropriately to connect reasons to argument/claim/opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Uses some linking words, phrases, or clauses to connect reasons to argument/claim/opinion but simplistically</li> </ul>	<ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Uses no linking words, phrases, or clauses</li> </ul>
<p><b>Support/ Evidence</b></p> <p>CCSS:                      ➤ RIT – 1                      ➤ W – 1b                      ➤ W – 9b</p>	<ul style="list-style-type: none"> <li>• Supports opinion skillfully with substantial and relevant evidence</li> <li>• Provides insightful explanation/analysis of how evidence supports claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with sufficient and relevant evidence</li> <li>• Provides clear explanation/analysis of how evidence supports claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with limited and/or superficial evidence</li> <li>• Provides some explanation/analysis of how evidence supports claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Does not support opinion with evidence and/or evidence is irrelevant or inaccurate</li> <li>• Provides no or inaccurate explanation/analysis of how evidence supports claim(s)</li> </ul>
<p><b>Language</b></p> <p>CCSS:                      ➤ L – 1                      ➤ L – 2</p>	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning</li> <li>• Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</li> <li>• Uses academic and domain-specific vocabulary appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Demonstrates some grade level appropriate conventions, but errors obscure meaning</li> <li>• Uses limited academic and/or domain-specific vocabulary for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</li> <li>• Uses no academic or domain-specific vocabulary</li> </ul>

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

### CA Common Core State Standards (CCSS) Alignment

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 (5<sup>th</sup>) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6<sup>th</sup> grade standards were referenced.

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

Strand	5th	6th	7th
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                             <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> </li> <li>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence.                             <ol style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claims(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ol> </li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence.                             <ol style="list-style-type: none"> <li>a. Introduce claim(s)...and organize the reasons and evidence logically.</li> <li>b. Support claim(s)...with logical reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ol> </li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol>
<b>Reading-Informational Text</b>	<ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ol>
<b>Language</b>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol>