KAS Opinion Rubric - Grade 3

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Note: In Grade 3, students compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons (C.3.1) The shift to composing arguments begins in Grade 6.

Scoring Element	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	States an opinion that may **lack** focus or be **unclear**. **Misses many or all** demands of the prompt/task.	States a **general** opinion that addresses the prompt/task, but may have **lapses** in focus. **Attempts** to address **some** demands of the prompt/task.	Introduces and maintains an opinion. Addresses **all** demands of the prompt/task.	**Skillfully** introduces and maintains an opinion. **Thoroughly** addresses all demands of the prompt/task.
Support	Includes **minimal or no purposeful** support of opinion with reasons. Provides **incomplete, inaccurate and/or irrelevant** explanation of reasons. Provides **minimal or unrelated details** to support the reasons.	**Attempts** to support opinion with reasons. Provides **vague and/or general** explanation of reasons. Provides **vague and/or general** details to support the reasons.	Supports opinion with reasons**.** Provides **clear** explanation of reasons. Provides **elaborate** details that **clearly** support the reasons**.**	**Thoroughly** supports opinion with reasons. Provides **carefully selected** explanation of reasons to **strengthen the opinion.** Provides reasons that are **thoughtfully** linked to elaborate details to support the opinion.
Sourcing	Uses **one or no** source(s) (provided or student selected) or **ineffectively** uses a minimum of two sources (provided or student selected) to support the opinion. Cites **little or no** evidence. **Little or no** use of referring to the texts, summarizing and/or paraphrasing of details.	Uses a minimum of two sources (provided or student selected) to **attempt** to support the opinion. **Inconsistently** cites evidence. **Attempts** to refer to the texts, summarize and/or paraphrase details.	**Accurately and effectively** uses a minimum of two sources (provided or student selected) to support the opinion. **Effectively** cites evidence by referring to the texts, summarizing and/or paraphrasing details.	Accurately and **skillfully** uses a minimum of two sources (provided or student selected) to support the opinion. **Consistently and thoroughly** cites evidence by referring to the texts, summarizing and/or paraphrasing details.
Organization	Creates **minimal or no overall** structure. **Ineffectively** organizes an opinion with reasons that are supported by details. Makes **minimal or no attempt** to use transitions to connect the opinion, reasons and evidence. Provides a **weak** conclusion section or **lacks** a conclusion section to support the opinion.	**Attempts** to create a structure for the opinion. Organizes introduction of the topic and states an opinion with reasons that are supported by details, but contains **some lapses that disrupt the cohesion or are inappropriate.** **Attempts** to use transitions to connect the opinion, reasons and evidence, but they are **simple and infrequent**. Provides a conclusion section **in an attempt** to support the opinion.	Creates an **effective** structure to develop the opinion. **Effectively** organizes introduction of the topic and states an opinion with reasons that are supported by elaborate details. Uses **effective** transitions to connect the opinion, reasons and evidence. Provides an **effective** conclusion section to support the opinion.	Creates and maintains a **sophisticated** structure to develop the opinion. **Skillfully** organizes introduction of the topic and states an opinion with reasons that are supported by elaborate details. **Consistently** uses a **variety** of transitions to create a **strong** connection between the opinion, reasons and evidence. Provides a **thorough** conclusion section to support the opinion.
Language/ Conventions	**Lacks or uses an inappropriate** formal tone or voice. **Lacks** the development of task appropriate writing. Chooses **few or no** words and phrases for effect. Makes **significant** errors in the conventions of Standard English	Uses a **weak formal tone or voice and/or** has **lapses** in appropriate tone or voice. **Attempts** to develop task appropriate writing. **Attempts** to choose words and phrases for effect. Makes **frequent** errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **may**	**Establishes and maintains** an appropriate formal tone or voice. **Establishes and maintains** task appropriate writing. **Appropriately** chooses words and phrases for effect. **Effectively** uses the conventions of Standard English grammar, usage, spelling,	**Consistently** establishes and maintains a **sophisticated** formal tone or voice. **Consistently** establishes and maintains **sophisticated**, task appropriate writing. **Skillfully** chooses words and phrases for effect. **Skillfully** uses the conventions of Standard English grammar, usage, spelling,

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	grammar, usage, spelling, capitalization and punctuation which **interfere** with understanding the writing.	**interfere** with understanding the writing.	capitalization and punctuation with **minor** errors that **do not interfere** with understanding the writing.	capitalization and punctuation with **few,** minor errors that do not interfere with understanding the writing.