### TNReady Grades 4-5 Opinion Rubric

**Score** | **Focus & Organization** | **Development (Ideas)** | **Language** | **Word Ch, Sent Fl** | **Conventions**
---|---|---|---|---|---
4 | In response to the task and the stimuli, the writing:  
• contains an effective and relevant introduction.  
• states and maintains a clear and sophisticated opinion or point of view.  
• utilizes effective organizational strategies to logically group and order ideas to support the writer’s purpose.  
• effectively establishes relationships among opinions, reasons, and evidence.  
• contains an effective and relevant concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes well-chosen, relevant, and sufficient evidence from the stimuli to insightfully support the writer’s opinion.  
• thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer’s opinion and demonstrating a clear, insightful understanding of the topic, task, and stimuli. | The writing:  
• illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task.  
• utilizes sophisticated and varied transitional words and phrases. | The writing:  
• demonstrates consistent and sophisticated command of standard written English.  
• may contain a few minor errors that do not interfere with meaning. |
3 | In response to the task and the stimuli, the writing:  
• contains a relevant introduction.  
• states and maintains a clear opinion or point of view.  
• utilizes adequate organizational strategies to logically group and order ideas to support the writer’s purpose.  
• adequately establishes relationships among opinions, reasons, and evidence.  
• contains a relevant concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes relevant and sufficient evidence from the stimuli to adequately support the writer’s opinion.  
• adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer’s opinion and demonstrating a sufficient understanding of the topic, task, and stimuli. | The writing:  
• illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task.  
• utilizes appropriate and varied transitional words and phrases. | The writing:  
• demonstrates consistent command of grade-level conventions of standard written English.  
• contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning. |
2 | In response to the task and the stimuli, the writing:  
• contains a limited introduction.  
• states a weak opinion or point of view.  
• demonstrates an attempt to group related information, but ideas may be hard to follow at times.  
• establishes some relationships among opinions, reasons, and evidence.  
• contains a limited concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes mostly relevant but insufficient evidence from the stimuli to partially support the writer’s opinion. Some evidence may be inaccurate or repetitive.  
• explains some of the evidence provided, connecting some of the evidence to the writer’s opinion and demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation. | The writing:  
• illustrates inconsistent command of precise language and domain-specific vocabulary.  
• utilizes basic or repetitive transitional words and phrases. | The writing:  
• demonstrates inconsistent command of grade-level conventions of standard written English.  
• contains frequent errors that may significantly interfere with meaning. |
1 | In response to the task and the stimuli, the writing:  
• contains no or an irrelevant introduction.  
• states an unclear or an irrelevant opinion or point of view.  
• demonstrates an unclear organizational structure; ideas are hard to follow most of the time.  
• fails to establish relationships among opinions, reasons, and evidence.  
• contains no or an irrelevant concluding statement or section. | In response to the task and the stimuli, the writing:  
• utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge to inadequately support the writer’s opinion. Evidence is inaccurate or repetitive.  
• inadequately or inaccurately explains the evidence provided; evidence and the writer’s opinion appear disconnected, demonstrating little understanding of the topic, task, and stimuli. | The writing:  
• illustrates little to no use of precise language and domain-specific vocabulary.  
• utilizes no or few transitional words and phrases. | The writing:  
• demonstrates limited command of grade-level conventions of standard written English.  
• contains numerous and repeated errors that seriously impede meaning. |

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1 Logic is expected at grade 5.  
2 Evidence includes facts, definitions, concrete details, quotations, or other information as appropriate to the task and stimuli.  
3 Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.  
4 Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.
<table>
<thead>
<tr>
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<tr>
<td>4</td>
<td>In response to the task and the stimuli, the writing: • contains an effective and relevant introduction. • utilizes effective organizational strategies to group related information logically and to aid in comprehension. • effectively establishes relationships among ideas and concepts. • contains an effective and relevant concluding statement or section.</td>
<td>In response to the task and the stimuli, the writing: • utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully develop the topic. • thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.</td>
<td>The writing: • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. • utilizes sophisticated and varied transitional words and phrases.</td>
<td>The writing: • demonstrates consistent and sophisticated command of grade-level conventions of standard written English. • may contain a few minor errors that do not interfere with meaning.</td>
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<tr>
<td>3</td>
<td>In response to the task and the stimuli, the writing: • contains a relevant introduction. • utilizes adequate organizational strategies to group related information logically and to aid in comprehension. • adequately establishes most relationships among ideas and concepts. • contains a relevant concluding statement or section.</td>
<td>In response to the task and the stimuli, the writing: • utilizes relevant and sufficient evidence from the stimuli to adequately develop the topic. • adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.</td>
<td>The writing: • illustrates consistent command of precise language and domain-specific vocabulary. • utilizes appropriate and varied transitional words and phrases.</td>
<td>The writing: • demonstrates consistent command of grade-level conventions of standard written English. • contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</td>
</tr>
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<td>2</td>
<td>In response to the task and the stimuli, the writing: • contains a limited introduction. • demonstrates an attempt to group related information, but ideas may be hard to follow at times. • establishes some relationships between ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section.</td>
<td>In response to the task and the stimuli, the writing: • utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. • explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.</td>
<td>The writing: • illustrates inconsistent command of precise language and domain-specific vocabulary. • utilizes basic or repetitive transitional words and phrases.</td>
<td>The writing: • demonstrates inconsistent command of grade-level conventions of standard written English. • contains frequent errors that may significantly interfere with meaning.</td>
</tr>
<tr>
<td>1</td>
<td>In response to the task and the stimuli, the writing: • contains no or an irrelevant introduction. • demonstrates an unclear organizational structure; ideas may be hard to follow most of the time. • fails to establish relationships between ideas and concepts; concepts are unclear and/or there is a lack of focus. • contains no or an irrelevant concluding statement or section.</td>
<td>In response to the task and the stimuli, the writing: • utilizes mostly irrelevant or no evidence from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. • inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.</td>
<td>The writing: • illustrates little to no use of precise language and domain-specific vocabulary. • utilizes no or few transitional words and phrases.</td>
<td>The writing: • demonstrates limited command of grade-level conventions of standard written English. • contains numerous and repeated errors that seriously impede meaning.</td>
</tr>
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1 Logic is expected at grade 5.
2 Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.
3 Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.
4 Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.
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| 4     | In response to the task and the stimulus, the writing:  
  • effectively establishes a relevant situation to orient the reader and introduces a narrator and/or characters.  
  • utilizes effective organizational strategies to establish a sequence of events that unfolds naturally and logically.  
  • contains an effective conclusion that follows from the narrated events or experiences. | In response to the task and the stimulus, the writing:  
  • effectively utilizes relevant narrative techniques, such as dialogue, description, and pacing,\(^1\) to thoroughly develop experiences, events, and/or characters.  
  • effectively incorporates relevant, well-chosen details from the stimulus.  
  • effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of experiences, events, and/or characters. | The writing:  
  • illustrates consistent and sophisticated command of precise language, including sensory details, appropriate to the task.  
  • utilizes sophisticated and varied transitional words and phrases. | The writing:  
  • demonstrates consistent and sophisticated command of grade-level conventions of standard written English.\(^2\)  
  • may contain a few minor errors that do not interfere with meaning. |
| 3     | In response to the task and the stimulus, the writing:  
  • adequately establishes a relevant situation to orient the reader and introduces a narrator and/or characters.  
  • utilizes adequate organizational strategies to establish a sequence of events that unfolds naturally and logically.  
  • contains an adequate conclusion that follows from the narrated events or experiences. | In response to the task and the stimulus, the writing:  
  • adequately utilizes relevant narrative techniques, such as dialogue, description, and pacing,\(^1\) to sufficiently develop experiences, events, and/or characters.  
  • adequately incorporates relevant details from the stimulus.  
  • adequately demonstrates an understanding of the task and stimulus by using relevant, descriptive details in order to convey a precise picture of experiences, events, and/or characters. | The writing:  
  • illustrates consistent command of precise language, including sensory details, appropriate to the task.  
  • utilizes appropriate and varied transitional words and phrases. | The writing:  
  • demonstrates consistent command of grade-level conventions of standard written English.\(^2\)  
  • contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning. |
| 2     | In response to the task and the stimulus, the writing:  
  • conveys a limited, possibly confusing situation that may include a narrator and/or characters.  
  • contains a limited sequence of events that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences.  
  • contains a weak conclusion that may be loosely related to the narrated events or experiences. | In response to the task and the stimulus, the writing:  
  • utilizes some relevant narrative techniques, such as dialogue, description, and pacing,\(^1\) in order to partially develop experiences, events, and/or characters.  
  • utilizes limited, if any, relevant details from the stimulus.  
  • demonstrates some understanding of the task and stimulus by using some relevant or descriptive details in order to convey a limited picture of experiences, events, and/or characters. | The writing:  
  • illustrates inconsistent command of precise language, including sensory details.  
  • utilizes basic or repetitive transitional words and phrases. | The writing:  
  • demonstrates inconsistent command of grade-level conventions of standard written English.\(^2\)  
  • contains frequent errors that may significantly interfere with meaning. |
| 1     | In response to the task and the stimulus, the writing:  
  • contains an unclear, irrelevant, or no situation.  
  • contains no or an ineffective sequence of events that may be brief, confusing, or very hard to follow.  
  • contains no or an irrelevant conclusion. | In response to the task and the stimulus, the writing:  
  • contains few or no relevant narrative techniques, such as dialogue, description, and pacing,\(^1\) to develop experiences, events, and/or characters.  
  • contains no or irrelevant details from the stimulus.  
  • demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters. | The writing:  
  • illustrates little to no use of precise language, including sensory details.  
  • utilizes no or few transitional words and phrases. | The writing:  
  • demonstrates limited command of grade-level conventions of standard written English.\(^2\)  
  • contains numerous and repeated errors that seriously impede meaning. |

1 Pacing is expected at grade 5.
2 Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.