

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

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

KDE: OTL: DPS: WH