

KAS Opinion Rubric - Grade 4

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 4, students compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (C.4.1) 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.	States a general opinion that addresses the prompt/task, but may have lapses in focus. Attempts to address some demands of the prompt.	Introduces and maintains a clear and coherent opinion. Addresses all demands of the prompt/task.	Skillfully introduces and maintains a clear and coherent 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 facts and details to support the reasons.	Attempts to support opinion with reasons. Provides vague and/or general explanation of reasons. Provides vague and/or general facts and details to support the reasons.	Supports opinion with related reasons. Provides clear explanation of reasons. Provides facts and details that clearly support the reasons.	Thoroughly supports opinion with related reasons. Provides carefully selected explanation of reasons to strengthen the opinion . Provides reasons that are thoughtfully linked to facts and 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 references to details and examples, quoting, summarizing and/or paraphrasing of facts and details.	Uses a minimum of two sources (provided or student selected) to attempt to support the opinion. Inconsistently cites evidence. Attempts to refer to details and examples, quote, summarize and/or paraphrase facts and details.	Accurately and effectively uses a minimum of two sources (provided or student selected) to support the opinion. Effectively cites evidence by referring to details and examples, quoting, summarizing and/or paraphrasing facts and 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 details and examples, quoting, summarizing and/or paraphrasing facts and details.
Organization	Creates minimal or no overall structure. Ineffectively organizes an opinion with reasons that are supported by facts and 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 facts and 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 and maintains a clear structure to develop the opinion. Effectively organizes introduction of the topic and states an opinion with reasons that are grouped and supported by facts and 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 grouped and supported by facts and 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. Uses simple or imprecise words and phrases. 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 to convey ideas. 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. Effectively chooses words and phrases to convey ideas precisely. 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. Consistently chooses words and phrases to convey ideas precisely. 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.

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