

# TNReady Grades 4-5 Opinion Rubric

Revised: May 2017

Score	Focus & Organization	Development (Ideas)	Language Word Ch, Sent Fl	Conventions
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>states and maintains a clear and sophisticated opinion or point of view.</li> <li>utilizes effective organizational strategies to logically<sup>1</sup> group and order ideas to support the writer's purpose.</li> <li>effectively establishes relationships among opinions, reasons, and evidence.<sup>2</sup></li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence from the stimuli to insightfully support the writer's opinion.</li> <li>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.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>utilizes sophisticated and varied transitional words and phrases</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>4</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>states and maintains a clear opinion or point of view.</li> <li>utilizes adequate organizational strategies to logically<sup>1</sup> group and order ideas to support the writer's purpose.</li> <li>adequately establishes relationships among opinions, reasons, and evidence.<sup>2</sup></li> <li>contains a relevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence from the stimuli to adequately support the writer's opinion.</li> <li>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.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>states a weak opinion or point of view.</li> <li>demonstrates an attempt to group related information, but ideas may be hard to follow at times.</li> <li>establishes some relationships among opinions, reasons, and evidence,<sup>2</sup> but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence from the stimuli to partially support the writer's opinion. Some evidence may be inaccurate or repetitive.</li> <li>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.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>states an unclear or an irrelevant opinion or point of view.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to establish relationships among opinions, reasons, and evidence;<sup>2</sup> concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> <li>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.</li> <li>inadequately or inaccurately explains the evidence provided; evidence and the writer's opinion appear disconnected, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes no or few transitional words and phrases.</li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Logic is expected at grade 5.

<sup>2</sup> Evidence includes facts, definitions, concrete details, quotations, or other information as appropriate to the task and stimuli.

<sup>3</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>4</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

# TNReady Grades 4-5 Informational/Explanatory Rubric

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Score	Focus & Organization	Development (Ideas)	Language Word Ch, Sent Fl	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>utilizes effective organizational strategies to group related information logically<sup>1</sup> and to aid in comprehension.</li> <li>effectively establishes relationships among ideas and concepts.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>2</sup> from the stimuli to thoroughly and insightfully develop the topic.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language and domain-specific vocabulary<sup>3</sup> appropriate to the task.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>4</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>utilizes adequate organizational strategies to group related information logically<sup>1</sup> and to aid in comprehension.</li> <li>adequately establishes most relationships among ideas and concepts.</li> <li>contains a relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>2</sup> from the stimuli to adequately develop the topic.</li> <li>adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>demonstrates an attempt to group related information, but ideas may be hard to follow at times.</li> <li>establishes some relationships between ideas and concepts, but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>2</sup> from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.</li> <li>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.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>demonstrates an unclear organizational structure; ideas may be hard to follow most of the time.</li> <li>fails to establish relationships between ideas and concepts; concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>2</sup> from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language and domain-specific vocabulary.<sup>3</sup></li> <li>utilizes no or few transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Logic is expected at grade 5.

<sup>2</sup> Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

<sup>3</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>4</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

# TNReady Grades 4-5 Narrative Rubric

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Score	Focus & Organization	Development (Ideas)	Language Word Ch, Sent Fl	Conventions
4	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>effectively establishes a relevant situation to orient the reader and introduces a narrator and/or characters.</li> <li>utilizes effective organizational strategies to establish a sequence of events that unfolds naturally and logically.</li> <li>contains an effective conclusion that follows from the narrated events or experiences.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>effectively utilizes relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to thoroughly develop experiences, events, and/or characters.</li> <li>effectively incorporates relevant, well-chosen details from the stimulus.</li> <li>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.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language, including sensory details, appropriate to the task.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>2</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
3	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>adequately establishes a relevant situation to orient the reader and introduces a narrator and/or characters.</li> <li>utilizes adequate organizational strategies to establish a sequence of events that unfolds naturally and logically.</li> <li>contains an adequate conclusion that follows from the narrated events or experiences.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>adequately utilizes relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to sufficiently develop experiences, events, and/or characters.</li> <li>adequately incorporates relevant details from the stimulus.</li> <li>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.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language, including sensory details, appropriate to the task.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
2	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>conveys a limited, possibly confusing situation that may include a narrator and/or characters.</li> <li>contains a limited sequence of events that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences.</li> <li>contains a weak conclusion that may be loosely related to the narrated events or experiences.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>utilizes some relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> in order to partially develop experiences, events, and/or characters.</li> <li>utilizes limited, if any, relevant details from the stimulus.</li> <li>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.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language, including sensory details.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
1	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>contains an unclear, irrelevant, or no situation.</li> <li>contains no or an ineffective sequence of events that may be brief, confusing, or very hard to follow.</li> <li>contains no or an irrelevant conclusion.</li> </ul>	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> <li>contains few or no relevant narrative techniques, such as dialogue, description, and pacing,<sup>1</sup> to develop experiences, events, and/or characters.</li> <li>contains no or irrelevant details from the stimulus.</li> <li>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.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language, including sensory details.</li> <li>utilizes no or few transitional words and phrases.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>2</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Pacing is expected at grade 5.

<sup>2</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.