

TNReady Grades 4-5 Opinion Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains an effective and relevant introduction. states and maintains a clear and sophisticated opinion or point of view. utilizes effective organizational strategies to logically¹ group and order ideas to support the writer's purpose. effectively establishes relationships among opinions, reasons, and evidence.² contains an effective and relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary³ appropriate to the task. utilizes sophisticated and varied transitional words and phrases 	The writing: <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.⁴ may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> contains a relevant introduction. states and maintains a clear opinion or point of view. utilizes adequate organizational strategies to logically¹ group and order ideas to support the writer's purpose. adequately establishes relationships among opinions, reasons, and evidence.² contains a relevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary³ appropriate to the task. utilizes appropriate and varied transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.⁴ 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: <ul style="list-style-type: none"> 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,² but there are lapses in focus. contains a limited concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary.³ utilizes basic or repetitive transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.⁴ contains frequent errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> 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;² concepts are unclear and/or there is a lack of focus. contains no or an irrelevant concluding statement or section. 	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary.³ utilizes no or few transitional words and phrases. 	The writing: <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.⁴ contains numerous and repeated errors that seriously impede meaning.

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.