



**ERUSD – Opinion/Argument Rubric, Grade   1**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<b>Focus/ Opinion</b>  CCSS*: ➤ W – 1	<ul style="list-style-type: none"> <li>• Responds skillfully with all statements related to the prompt</li> <li>• States an opinion that demonstrates an insightful understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with all statements related to the prompt</li> <li>• States an opinion that demonstrates an understanding of the topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with most statements related to the prompt</li> <li>• States an opinion that demonstrates limited understanding of the topic/text</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with little or no statements related to the prompt</li> <li>• Does not state an opinion and/or demonstrates little to no understanding of topic/text</li> </ul>
<b>Organization</b>  CCSS: ➤ W – 1	<ul style="list-style-type: none"> <li>• Introduces the topic and states a strong opinion</li> <li>• Supplies multiple reasons to support the opinion</li> <li>• Provides a concluding statement</li> <li>• Uses linking word(s) to connect opinion and reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic and states a clear opinion</li> <li>• Supplies a reason to support the opinion</li> <li>• Provides some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces the topic and states an unclear opinion</li> <li>• Supplies a reason that does not support the opinion</li> <li>• Attempts some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Does not introduce the topic and/or opinion is missing</li> <li>• Does not supply a reason</li> <li>• Does not provide a sense of closure</li> </ul>
<b>Support/ Evidence</b>  CCSS: ➤ W – 1	<ul style="list-style-type: none"> <li>• Supports opinion(s) with two or more relevant facts and details</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with a relevant reason</li> </ul>	<ul style="list-style-type: none"> <li>• Supports opinion with minimal and/or irrelevant reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Does not support opinion</li> </ul>
<b>Language- Conventions of Grammar and Usage</b>  CCSS: ➤ L – 1c, j	<ul style="list-style-type: none"> <li>• Uses verb tenses and plural nouns correctly, including irregular forms</li> <li>• Produces, expands, and rearranges simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses singular and plural nouns with correctly matching verbs</li> <li>• Produces correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some singular and plural nouns with correctly matching verbs</li> <li>• Produces mostly correct simple and/or compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses few singular and plural nouns with correctly matching verbs</li> <li>• Produces mostly incorrect simple and/or compound sentences</li> </ul>
<b>Language – Conventions of Capitalization Punctuation, and Spelling</b>  CCSS: ➤ L – 2 a-e	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>• Applies conventional sound/spelling for words with common spelling patterns and irregular sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas in a series and with a conjunction correctly; uses apostrophes and end punctuation correctly</li> <li>• Applies conventional sound/spelling for words with common spelling patterns and frequently occurring irregular words</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>• Applies conventional sound/spelling for most consonant and short-vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes incorrectly with many errors</li> <li>• Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>• Applies little to no sound/spelling correspondence of consonants and short vowels</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)



### CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (1<sup>st</sup>) as well as the previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the 2nd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand (Domain)	Kindergarten	1st	2nd
<b>Writing</b>	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preferences about the topic or book (e.g., My favorite book is...).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.
<b>Language- Conventions of Grammar and Usage</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b>	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.