

LITERARY ANALYSIS AND OPINION WRITING RUBRIC

3rd Grade English Language Arts

COMPREHENSION

| | 1 point | 2 points | 3 points | 4 points |
|---|---|--|--|---|
| Reading Comprehension (RL.3.10, RI.3.10) | Does not demonstrate comprehension of the text(s) or has misunderstood the text(s). | Demonstrates limited comprehension and may reference the text(s) explicitly. | Demonstrates comprehension by providing mostly accurate explanation/description/ comparison and by referencing the text(s) explicitly. | Demonstrates full comprehension by providing an accurate explanation/description/ comparison and by referencing the text(s) explicitly. |

POSITION

| | 1 point | 2 points | 3 points | 4 points |
|---------------------------|--|--|---|---|
| Position (W.3.1.A) | <p>Makes an unrelated claim that does not connect to given topic/text or makes a claim that is incorrect.</p> <p>Claim shows limited understanding of the topic/text and is not supported by evidence in the text.</p> | <p>Attempts to make a claim, but part of the claim may not be fully developed.</p> <p>Claim shows minimal understanding of the topic/text, is limited in scope, and has minimal evidence from the text to support.</p> | <p>Makes a correct claim that connects to the given topic and takes a clear position.</p> <p>Claim shows understanding of the topic/text, connects to most of the topic/text, and has enough evidence from the text to support.</p> | <p>Makes a compelling claim that takes a clear position; demonstrates the writer's understanding of the complexity of the topic/text.</p> <p>Claim shows a deep understanding of the topic/text, relates to more than one part of the topic/text, and has sufficient evidence to support.</p> |

DEVELOPMENT

| | 1 point | 2 points | 3 points | 4 points |
|------------------------------|--|--|--|---|
| Elaboration (W.3.1.B) | <p>Attempts to provide at least one reason supporting the claim. Attempts to write more about at least one reason in the form of explanatory sentence(s) or supporting information. Relevant examples, stories, quotes, lists, and information may be missing.</p> <p>References indicate misunderstanding of the provided text(s) or a completely personal rather than text-based response.</p> | <p>Provides at least one text-based reason for the claim. Some relevant examples, stories, quotes, lists, and information are included.</p> <p>Some information or explanation is provided as support for the writer's reason(s) or to connect the reason(s) to the claim, though some of the references are inaccurate or irrelevant to the argument.</p> | <p>Refers to more than one text-based detail and/or example from the provided source(s).</p> <p>Writes 2–3 sentences about each text-based reason, including relevant examples, stories, quotes, lists, and information. Most references are relevant and support the argument. Most information supports the claim.</p> | <p>Selects the most relevant text-based details and examples from the provided source(s) to support the main claim.</p> <p>Skillfully includes a variety of text-based evidence to support each reason (facts, examples, quotations, micro-stories, information). Elaborates on source material to demonstrate an accurate and insightful understanding of literal and inferential details from the text.</p> |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

STRUCTURE

| | 1 point | 2 points | 3 points | 4 points |
|---|--|---|---|---|
| Introduction and conclusion (W.3.1.A, W.3.1.D) | Gestures toward an introduction and/or conclusion. These sections may go off on slight tangents from the main claim, relating to the topic generally but not addressing the main argument. | Provides a very brief introduction, which may not connect closely to the claim. Provides a conclusion that may restate the claim. | Provides an introduction to the claim, clearly announcing that this is an argument. Attempts to inspire readers to care about the topic and/or claim. Provides a conclusion that connects to the writer's main claim. | Provides an introduction that orients the reader to what is most important in the argument. Concludes the essay with a section that highlights important points and facts from across the rest of the piece or brings in new, effective evidence. Provides an overall synthesis or reflection on the claim. |
| Organization (W.3.1.A, W.3.4, W.3.8) | Reasons and supporting examples are not logically grouped together. Some may be in lists. Paragraph structure is missing. No brainstorming. Has multiple paragraphs/sections not connected to the overall claim. A significant number of reasons/paragraphs may be missing from the essay. Lacks coherence, clarity, and cohesion. | Attempts to use paragraphs and reasons, and examples are grouped so that readers can follow the writer's train of thought. Brainstorming is incomplete or shows misunderstandings. Some paragraphs may not be connected to the overall claim. Reasons or paragraphs may be missing from the essay demonstrating limited coherence, clarity, and cohesion. | Effectively uses paragraphing to group supporting ideas and their relevant evidence. Brainstorming shows basic command of organizational structure (cause/effect, pros/cons, problem/solution, description). Paragraphs are relevant to the overall claim and most important reasons are explained in paragraphs demonstrating coherence, clarity, and cohesion. | Skillfully orders paragraphs in a structure that is clearly planned; either demonstrates order of importance, chronological order, or follows the flow of research text. Brainstorming shows full command of organizational structure (cause/effect, pros/cons, problem/solution, description). All important reasons are explained in different paragraphs demonstrating effective coherence, clarity, and cohesion. |
| Transitions (W.3.1.C) | Attempts to use transitional words and phrases to connect opinion and reasons: may do so inconsistently, overuse them, or use them inappropriately at times. Transition words may sound formulaic. | Ideas and reasons are connected using linking words ("for example," "because"). Reasons are connected to each other using linking words ("also," "another"). | Uses transition words and phrases to connect evidence to reasons using phrases like "this shows that." Helps the reader move through the essay with phrases such as "another reason," "the most important reason," etc. | Uses words and phrases to connect different parts of the pieces together: to demonstrate shifting from reasons to evidence (e.g., "for instance") or to introduce a new point (e.g., "in addition"). |

| | | | | |
|--|--|--|--|---|
| | | | | Transitions purposefully and skillfully glue evidence together. |
|--|--|--|--|---|

VOCABULARY

| | 1 point | 2 points | 3 points | 4 points |
|--|---|--|--|--|
| Content Vocabulary (L.3.6, L.3.3) | Does not incorporate precise, Tier Two, or domain-specific vocabulary from the text(s). | Attempts to use precise, Tier Two, and domain-specific vocabulary from the text(s), though terms may be used incorrectly or added without context. | Incorporates precise, Tier Two, and domain-specific vocabulary with a sense of context, demonstrating that the writer grasps the meaning of the terms. | Uses precise, Tier Two, and domain-specific vocabulary from the text(s). Vocabulary is integrated smoothly into writing. |

LANGUAGE

| | 1 point | 2 points | 3 points | 4 points |
|---|--|--|---|---|
| Knowledge of Language and Conventions (L.3.1, L.3.2) | <p>Uses simple or formulaic sentences.</p> <p>Subject-verb or pronoun-antecedent agreement is missing.</p> <p>Does not include adjectives of adverbs.</p> <p>Capitalization or punctuation are missing.</p> <p>Multiple spelling mistakes are evident.</p> | <p>Attempts to use simple, compound or complex sentences correctly, but errors may be present.</p> <p>Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Uses simple adjectives or adverbs but may be used incorrectly.</p> <p>Attempts to use capitalization and punctuation correctly, but mistakes are present.</p> <p>Attempts to use conventional spelling and spelling patterns, but mistakes are present.</p> | <p>Use simple, compound, or complex sentences.</p> <p>Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Attempts to use either adjectives or adverbs.</p> <p>Uses capitalization and punctuation correctly.</p> <p>Uses conventional spelling and spelling patterns.</p> | <p>Uses simple, compound, and complex sentences fluidly. (L3.1.I, L3.1.H)</p> <p>Sentences have correct subject-verb and pronoun-antecedent agreement. (L3.1.F, L3.1.E, L3.1.D)</p> <p>Forms and uses adjectives and adverbs, depending on what is being modified. (L3.1.G, L3.1.A)</p> <p>Uses capitalization and punctuation skillfully. (L3.2.A, L3.2.B, L3.2.C, L3.2.D)</p> <p>Uses conventional spelling and spelling patterns correctly. (L3.2.E, L3.2.F)</p> |