Ohio’s State Tests

English Language Arts
Opinion Writing Rubric
Grades 3–5

UPDATED October 2016
Ohio’s State Test
Opinion Writing Rubric, Grades 3-5
(Score points within each domain include most of the characteristics below.)

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose, Focus, and Organization (4-points)</th>
<th>Evidence and Elaboration (4-points)</th>
<th>Conventions of Standard English (Begins at score point 2)</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:  
• A strongly maintained opinion with little or no loosely related material  
• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas  
• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion | The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details. The response includes most of the following:  
• Relevant evidence integrated smoothly and thoroughly with references to sources  
• Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text  
• Clear and effective expression of ideas, using precise language  
• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose  
• Varied sentence structure, demonstrating language facility | - |
| 3     | The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:  
• A maintained opinion, though some loosely related material may be present  
• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas  
• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion | The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details. The response includes most of the following:  
• Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent  
• Adequate use of some elaborative techniques  
• Adequate expression of ideas, employing a mix of precise and general language  
• Domain-specific vocabulary generally appropriate for the audience and purpose  
• Some variation in sentence structure | - |
<table>
<thead>
<tr>
<th>Score</th>
<th><strong>Purpose, Focus, and Organization (4-points)</strong></th>
<th><strong>Evidence and Elaboration (4-points)</strong></th>
<th><strong>Conventions of Standard English (2-points)</strong></th>
</tr>
</thead>
</table>
| 2     | The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:  
• A partially focused opinion but insufficiently sustained or unclear  
• Inconsistent use of transitional strategies with little variety  
• Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion | The response provides uneven, cursory support/evidence for the writer’s opinion that includes ineffective use of sources, facts, and details. The response may include the following:  
• Weakly integrated evidence from sources and erratic or irrelevant references  
• Repetitive or ineffective use of elaborative techniques  
• Imprecise or simplistic expression of ideas  
• Inappropriate or ineffective domain-specific vocabulary  
• Sentences possibly limited to simple constructions | The response demonstrates an adequate command of basic conventions. The response may include the following:  
• Some minor errors in usage but no patterns of errors  
• Adequate use of punctuation, capitalization, sentence formation, and spelling |
| 1     | The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:  
• A confusing, or ambiguous opinion  
• Frequent extraneous ideas impeding understanding  
• Few transitional strategies  
• Too brief to demonstrate knowledge of focus or organization | The response provides minimal support/evidence for the writer’s opinion, including little if any use of sources, facts, and details. The response may include the following:  
• Minimal, erroneous, or irrelevant evidence from the source material  
• Expression of ideas that is vague, unclear, or confusing  
• Limited or inappropriate language or domain-specific vocabulary  
• Sentences limited to simple constructions | The response demonstrates a partial command of basic conventions. The response may include the following:  
• Various errors in usage  
• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling |
| 0     | This response is minimally related or unrelated to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may:  
• Be blank or show a written refusal to answer  
• Be presented in a language other than English  
• Include only a restatement of the stem  
• Consist of random keystroke characters  
• Include only bulleted points  
• Include no transitional strategies | The response provides no evidence related to the topic or the passages. It may include:  
• Only direct copy of part of the reading selection  
• No relevant academic or domain-specific vocabulary  
• No writer’s opinion  
• No evidence from the support material(s) | The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning. |