

Grade 4: Opinion Writing Rubric with WIDA language proficiency levels

	Significantly Below WIDA Entering	Below Grade Level WIDA Emerging	Approaching Grade Level WIDA Developing/Expanding	Meets Grade Level WIDA: Bridging/Reaching
<p>Ideas Writes an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.4.1)</p>	<p>1~Uses a combination of dictating and writing in which they tell their opinion 1~Uses L1, single words or phrases to support their opinion</p>	<p>2~Writes a sentence stating an opinion using a sentence starter 2~Uses teacher supported graphic organizer with sentence starters to state reasons for opinion</p>	<p>3~Writes an opinion piece that states an opinion with a teacher supported graphic organizer 3~Includes reasons and information</p>	<p>4~Writes an opinion piece that clearly states an opinion 4~Includes reasons and information to support the opinion</p>
<p>Organization Introduces topic clearly and states an opinion (W.4.1) Creates an organizational structure in which related ideas are grouped to support the writer's purpose. (W.4.1a) Provides reasons supported by facts (W.4.1b) Provides a concluding statement or section related to the opinion (W.4.1d)</p>	<p>1~Attempts an introduction with the support of a sentence frame 1~Attempts to convey information using L1 or pictures/ single words or ideas 1~May attempt to write a conclusion using a formulaic ending (i.e. the end)</p>	<p>2~Attempts an introduction stating an opinion with support of a sentence starter 2~Attempts to provide reasons using a graphic organizer and sentence starters 2~Attempts to write a conclusion</p>	<p>3~Writes an introduction stating the opinion 3~Separates related ideas into paragraphs to support the writer's opinion with the support of teacher created graphic organizer 3~ Provides reasons that are supported by facts using teacher created graphic organizer 3~Writes a recognizable conclusion</p>	<p>4~Writes a strong introduction that states the opinion 4~Separates related ideas into paragraphs to support the writer's opinion 4~ Provides reasons that are supported by facts and details 4~Writes a well-formulated conclusion that restates and supports the opinion presented</p>
<p>Sentence Fluency Links opinion and reasons using word and phrases i.e., for instance, in order to, in addition:(W.4.1c) Uses sentence varieties (simple, compound, complex) (L.4.1f); Forms and uses prepositional phrases (L.4.1.e)</p>	<p>1~ May write simple sentences using common verbs (is, are, have, has) with a sentence frame, single words, and/or copied text</p>	<p>2~May attempt to use a prepositional phrase with a sentence frame 2~Attempts to use some sentence variety (simple or compound) 2~May attempt to use transitional words with support of a sentence starter to start the conclusion</p>	<p>3~Links opinions and reasons using words and phrases from a word bank (i.e. for instance, for example) 3~Uses some sentence variety (simple, complex, compound) 3~Uses one or more transitional phrases from a word bank to start the conclusion (i.e. In conclusion, All in all, To sum it up)</p>	<p>4~Links opinions and reasons using words (i.e., in order to, for instance, in addition;) 4~Varies sentence structure to make the writing more effective (simple, complex, compound) 4~Uses a transitional phrase to begin conclusion</p>
<p>Word Choice Uses strong verbs (L.4.1b,c) Uses words and phrases to convey ideas precisely (L.4.3.a)</p>	<p>1~Uses common vocabulary</p>	<p>2~Uses common vocabulary and verbs 2~Uses common adjectives 2 ~Uses some specific content words with the support of a word bank</p>	<p>3~Uses common verbs and some stronger verbs 3~Uses common adjectives and adverbs and some more descriptive ones 3~Uses some specific/technical vocabulary</p>	<p>4~Uses strong, vivid verbs 4~ Uses a range of adjectives and adverbs 4~Uses specific vocabulary and phrases</p>

<p>Voice Builds toward a particular tone. Writes for a particular audience. (W.4.4)</p>	<p>1~ Drawing, words or phrases convey a general purpose for writing</p>	<p>2~ Writing attempts to convey the writer's opinion</p>	<p>3~ Writing conveys the author's opinion 3~ Shows some awareness of a particular audience and attempts to persuade the reader</p>	<p>4~ Writing demonstrates the author's confidence in the opinion 4~ Demonstrates clear awareness of an audience and tries to persuade the reader to support opinion stated</p>
<p>Conventions Spells grade appropriate words correctly (L.4.2d) Uses correct capitalization (L.4.2.a) Uses correct punctuation including commas and quotation marks (L.4.2.b,c)</p>	<p>1~ Copies words correctly 1~ May attempt capitalization 1~ May attempt to use end punctuation with a sentence frame</p>	<p>2~ Spells some grade appropriate words correctly 2~ Uses some capitalization 2~ Uses some end punctuation</p>	<p>3~ Spells many grade appropriate words correctly 3~ Most capitalization is correct 3~ Most punctuation is correct with some attempt at commas and quotation marks evident if needed 3~ Begins to indent paragraphs</p>	<p>4~ Spells grade appropriate words correctly 4~ Uses correct capitalization 4~ Uses correct punctuation including commas and quotation marks if needed 4~ Indents paragraphs appropriately</p>

POINTS	SCORE	ELL Levels	POINTS	SCORE	MAINSTREAM LEVEL
1-11	1	Entering ELL	1-32	1	Does Not Meet
12-32	2	Emerging ELL			
33-45	3	Developing ELL	33-61	2	Approaches
46-61	4	Expanding ELL			
62-72	5	Bridging/Reaching	62-72	3	Meets Expectations