

Tulare County Office of Education  
Opinion Writing Rubric  
Grade 2



Score	Statement of Purpose/ Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response addresses all aspects of the task; it is fully sustained and consistently focused:</p> <ul style="list-style-type: none"> <li>Opinion is clearly stated, focused, and maintained</li> <li>Opinion is communicated clearly</li> </ul>	<p>Writing is used to address the writing tasks with a focused purpose:</p> <ul style="list-style-type: none"> <li>Effectively identifies the topic or name of the book</li> <li>Provides an opinion and states reasons for the opinion</li> <li>Provides a well-developed concluding statement or section</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer's opinion:</p> <ul style="list-style-type: none"> <li>Use of evidence is provided</li> <li>Use a variety of linking words to connect opinion with reasons that support that opinion</li> </ul>	<p>Demonstrates a well-developed command of standard English and response expresses ideas well:</p> <ul style="list-style-type: none"> <li>Uses precise language (i.e. conjunctions; because, and, also) to strengthen writing</li> <li>Uses words and phrases acquired from oral presentation or from text</li> </ul>	<p>Demonstrates a well-developed command of standard English conventions; errors do not interfere with understanding:</p> <ul style="list-style-type: none"> <li>Few errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> <li>Exceptional use of punctuation, capitalization, and spelling (Language standards 1-3)</li> </ul>
3	<p>The response is adequately sustained and focused:</p> <ul style="list-style-type: none"> <li>Opinion is clear and for the most part maintained, though some loosely related material may be present</li> <li>Opinion is clear</li> </ul>	<p>Writing is used to address the writing tasks with a focused purpose:</p> <ul style="list-style-type: none"> <li>Identifies the topic or name of the book</li> <li>Provides an opinion and supports it with valid reasons</li> <li>Provides a concluding statement or section</li> </ul>	<p>The response provides adequate support/evidence for the writer's opinion:</p> <ul style="list-style-type: none"> <li>Use of evidence is provided</li> <li>Use of linking words to connect opinion with valid reasons</li> </ul>	<p>The response adequately expresses ideas:</p> <ul style="list-style-type: none"> <li>The student employs a mix of precise (i.e. conjunctions) with more general language</li> <li>Uses words and/or phrases acquired from oral presentation or from text</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> <li>Adequate use of punctuation, capitalization, and spelling (Language standards 1-3)</li> </ul>
2	<p>The response is somewhat sustained with a minor drift in focus:</p> <ul style="list-style-type: none"> <li>May be clearly focused on the opinion but is insufficiently sustained</li> <li>Opinion (if any) is unclear</li> </ul>	<p>Writing is used to address the writing tasks but lacks a focused purpose:</p> <ul style="list-style-type: none"> <li>The topic or name of the book being written about is not clearly identified</li> <li>No reason for the opinion (if any) is stated</li> <li>Closure, if present, is weak</li> </ul>	<p>The response provides uneven, cursory support/evidence:</p> <ul style="list-style-type: none"> <li>Evidence if present, is weakly integrated</li> <li>Linking words (if any) do not connect opinion with reasons</li> </ul>	<p>The response expresses ideas unevenly:</p> <ul style="list-style-type: none"> <li>The student uses simplistic language</li> <li>The response is not supported with evidence from an oral presentation or from text</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>Frequent errors in usage may obscure meaning</li> <li>Inconsistent use of punctuation, capitalization, and spelling (Language standards 1-3)</li> </ul>
1	<p>The response may be related to the purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> <li>Has a major drift in focus</li> <li>Opinion is lacking</li> </ul>	<p>Writing is used to address the writing tasks:</p> <ul style="list-style-type: none"> <li>Topic or name of the book is not stated</li> <li>No opinion or reason for the opinion is stated</li> <li>No sense of closure</li> </ul>	<p>The response provides no support/evidence for the writer's opinion:</p> <ul style="list-style-type: none"> <li>Use of evidence is absent, in error, or irrelevant</li> <li>Linking words are not present</li> </ul>	<p>The expression of ideas is vague, lacks clarity or is confusing:</p> <ul style="list-style-type: none"> <li>The student uses limited language</li> <li>The opinion is not supported</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>Errors in usage are frequent and severe and meaning is often obscured</li> <li>Errors in the use of punctuation, capitalization and spelling interfere with understanding (Language standards 1-3)</li> </ul>
0	A response gets no credit if it provides no evidence of the ability to write an opinion piece				