

GRADE 8

# GRADE 8 – OPINION WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides thorough responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns)</li> <li><input type="checkbox"/> Demonstrates insight into a topic or text(s) by expressing an opinion through relevant details, events, facts, and ideas, and comparing alternate ideas or concepts (W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate to the task and audience (ns)</li> <li><input type="checkbox"/> Demonstrates insight into a topic or text(s) by expressing an opinion through relevant details, events, facts, and ideas, acknowledging alternate opinions, and making connections between multiple resources (W.8.9)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to some elements of the prompt, or provides partial responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns)</li> <li><input type="checkbox"/> Demonstrates insight into a topic or text(s) by discussing relevant details, events, facts, ideas, and/or other elements (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not respond to any elements of the prompt; veers off topic (ns)</li> <li><input type="checkbox"/> Establishes a tone that is appropriate at times to the task and audience (ns)</li> <li><input type="checkbox"/> Demonstrates comprehension of topic or text(s) by discussing relevant details, events, and facts (W.5.9)</li> </ul>
Organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the precise claim(s)/opinion(s) clearly and thoroughly, acknowledging and distinguishing the claim from counterclaim(s) (W.9–10.1. A)</li> <li><input type="checkbox"/> Creates an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence (W.9–10.1.A)</li> <li><input type="checkbox"/> Uses varied transitions to link the major sections of the text, create cohesion, and clarify relationships among claim(s), counterclaims, reasons, and evidence (W.9–10.1.C)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the claim(s)/opinion(s) clearly by acknowledging and distinguishing the claim from counterclaim(s) (W.8.1.A)</li> <li><input type="checkbox"/> Organizes reasons and evidence in a clear and logical order, with strong connections between ideas (W.8.1.A)</li> <li><input type="checkbox"/> Uses transition words, phrases, and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence (W.8.1.C)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces claim(s)/opinion(s), acknowledges alternate or opposing claims (W.7.1.A)</li> <li><input type="checkbox"/> Organizes reasons and evidence in a logical order, with minor errors (W.8.1.A)</li> <li><input type="checkbox"/> Uses transition words, phrases, or clauses to create cohesion and clarify relationships, with some errors and repetitiveness (W.7.1.C)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic by stating an claim or opinion; incorporates a summary statement or observation as part of the hook without extraneous information (W.6.1.A)</li> <li><input type="checkbox"/> Organizes reasons and evidence in a somewhat logical order, with some errors (ns)</li> <li><input type="checkbox"/> Inconsistently uses transition words, phrases, or clauses to clarify relationships, with frequent errors (W.7.1.C)</li> </ul>

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Organization (cont.)	<input type="checkbox"/> Demonstrates ability to weave together complex ideas while maintaining a fluent progression of ideas (W.9–10.1.C)  <input type="checkbox"/> Provides a strong conclusion that follows from, supports, and expands on the claim by offering new insight or synthesis (W.9–10.1.E)	<input type="checkbox"/> Demonstrates coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas (W.8.1.C)  <input type="checkbox"/> Provides a strong conclusion that clearly follows from and supports the claim (W.8.1.E)	<input type="checkbox"/> Demonstrates some coherence, clarity, and/or cohesion, making the writer’s progression of ideas usually discernible but not obvious (W.8.1.C)  <input type="checkbox"/> Provides a conclusion that follows from but does not strongly support the claim (W.7.1.E)	<input type="checkbox"/> Demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear (W.8.1.C)  <input type="checkbox"/> Provides a conclusion that does not strongly follow from the claim (W.6.1.E)
Development and Support	<input type="checkbox"/> Develops claims and counterclaims fairly, supplying several compelling, well-chosen, relevant, and sufficient pieces of evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns (W.9–10.1.B)  <input type="checkbox"/> Develops the opinion by gathering specific, relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (W.9–10.8)  <input type="checkbox"/> Maintains clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; may provide further details to illuminate the topic (W.8.4)	<input type="checkbox"/> Supports the claim with logical, thoroughly explained reasons and compelling, relevant, and accurate evidence from text(s) (W.8.1.B)  <input type="checkbox"/> Develops the opinion by gathering specific, relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation (W.8.8)  <input type="checkbox"/> Maintains clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, with minimal errors (W.8.4)	<input type="checkbox"/> Supports the claim with mostly logical, sufficiently explained reasons and relevant and accurate evidence from text(s), with minor errors (W.8.1.B)  <input type="checkbox"/> Develops the opinion by gathering specific, relevant information from multiple print and digital sources; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and provides basic bibliographic information for sources, with minimal errors (W.8.8)  <input type="checkbox"/> Produces writing that addresses the task, purpose, and audience (W.8.4)	<input type="checkbox"/> Supports the claim with few to no reasons and pieces of evidence from text(s); evidence may occasionally be irrelevant or inaccurate (W.8.1.B)  <input type="checkbox"/> Gathers information from print and digital sources that are mostly relevant and related to the claim; provides basic bibliographic information for sources, with some errors (W.7.8)  <input type="checkbox"/> Produces writing that is inappropriate for the task, purpose, and/or audience (W.8.4)

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Language	<ul style="list-style-type: none"> <li>Establishes and maintains a formal style and objective tone; maintains consistency in style and tone, attending to the norms and conventions of the discipline (W.9–10.2.D)</li> <li>Uses precise language and domain-specific vocabulary appropriate to the task and audience to manage the complexity of the topic (L.9–10.6)</li> <li>Varies sentence patterns for meaning, reader/listener interest, and style; uses different sentence lengths; uses simple sentences, compound or complex sentences, and complex-compound sentences (ns)</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a formal style that follows from and supports the information or explanation presented (W.8.2.D)</li> <li>Uses precise language and academic and domain-specific vocabulary appropriate to the task and audience to inform about or explain the topic (L.8.6)</li> <li>Varies sentence patterns for clarity and interest; uses simple sentences, at least three compound or complex sentences, and complex-compound sentences (ns)</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a formal style, with occasional departures, that follows from and supports the information or explanation presented (W.8.2.D)</li> <li>Uses precise language and academic and domain-specific vocabulary appropriate to the task and audience, with minimal errors (L.8.6)</li> <li>Varies sentence patterns occasionally for clarity or interest; uses mostly simple sentences and compound or complex sentences (ns)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an inconsistent formal style with frequent departures or an informal style W.8.2.D)</li> <li>Uses mostly precise language; academic and domain-specific vocabulary is general, with minimal errors (L.8.6)</li> <li>Varies sentence structure inconsistently; sentence patterns are basic and repetitive (ns)</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>Shows proficient command of above-grade-level grammar, mechanics, and usage, with few errors that do not impede readability or comprehension (L.9–10.1)</li> <li>Shows proficient command of above-grade level capitalization, punctuation, and spelling, with minimal or no errors (L.9–10.2)</li> </ul>	<ul style="list-style-type: none"> <li>Shows proficient command of grade-level grammar, mechanics, and usage, with few errors that do not impede readability or comprehension; correctly uses verbs in a variety of moods and voice (L.8.1)</li> <li>Shows consistent command of capitalization, punctuation, and spelling; occasional errors do not significantly impede meaning or readability (L.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Shows consistent command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability; uses phrases and clauses to effect, avoiding dangling modifiers (L.8.1)</li> <li>Shows inconsistent command of capitalization, punctuation, and spelling; some errors interfere with meaning and/or readability (L.8.2)</li> </ul>	<ul style="list-style-type: none"> <li>Shows poor command of grammar, mechanics, and usage; includes errors that significantly impede overall meaning and readability (L.8.1)</li> <li>Shows poor command of capitalization, punctuation, and spelling; errors significantly impede overall meaning and readability (L.8.2)</li> </ul>