<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | Meets all expectations set forth in (3) | The response addresses all aspects of the task; it is fully sustained and consistently focused:  
• Opinion is clearly stated, focused, and maintained  
• Opinion is communicated clearly | Writing is used to address the writing tasks with a focused purpose:  
• Effectively identifies the topic or name of the book  
• Provides an opinion and states reasons for the opinion  
• Provides a well-developed concluding statement or section | The response provides thorough and convincing support/evidence for the writer’s opinion.  
• Use of evidence is provided  
• Use of a variety of linking words to connect opinion with reasons that support that opinion | Demonstrates a well-developed command of standard English and response expresses ideas well:  
• Uses precise language (i.e. conjunctions; because, and, also) to strengthen writing  
• Uses words and phrases acquired from oral presentation or from text | Demonstrates a well-developed command of standard English conventions; errors do not interfere with understanding:  
• Few errors in usage and sentence formation are present, but no systematic pattern of errors is displayed  
• Exceptional use of punctuation, capitalization, and spelling (Language standards 1-3) |
| 3     | The response is adequately sustained and focused:  
• Opinion is clear and for the most part maintained, though some loosely related material may be present  
• Opinion is clear | Writing is used to address the writing tasks with a focused purpose:  
• Identifies the topic or name of the book  
• Provides an opinion and supports it with valid reasons  
• Provides a concluding statement or section | The response provides adequate support/evidence for the writer’s opinion:  
• Use of evidence is provided  
• Use of linking words to connect opinion with valid reasons | The response adequately expresses ideas:  
• The student employs a mix of precise (i.e. conjunctions) with more general language  
• Uses words and/or phrases acquired from oral presentation or from text | The response demonstrates an adequate command of conventions  
• Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed.  
• Adequate use of punctuation, capitalization, and spelling (Language standards 1-3) |
| 2     | The response is somewhat sustained with a minor drift in focus:  
• May be clearly focused on the opinion but is insufficiently sustained  
• Opinion (if any) is unclear | Writing is used to address the writing tasks but lacks a focused purpose:  
• The topic or name of the book being written about is not clearly identified  
• No reason for the opinion (if any) is stated  
• Closure, if present, is weak | The response provides uneven, cursory support/evidence:  
• Evidence, if present, is weakly integrated  
• Linking words (if any) do not connect opinion with reasons | The response expresses ideas unevenly:  
• The student uses simplistic language  
• The response is not supported with evidence from an oral presentation or from text | The response demonstrates a partial command of conventions:  
• Frequent errors in usage may obscure meaning  
• Inconsistent use of punctuation, capitalization, and spelling (Language standards 1-3) |
| 1     | The response may be related to the purpose but may offer little or no focus:  
• Has a major drift in focus  
• Opinion is lacking | Writing is used to address the writing tasks:  
• Topic or name of the book is not stated  
• No opinion or reason for the opinion is stated  
• No sense of closure | The response provides no support/evidence for the writer’s opinion  
• Use of evidence from sources is absent, in error, or irrelevant  
• Linking words are not present | The expression of ideas is vague, lacks clarity or is confusing:  
• The student uses limited language  
• The opinion is not supported | The response demonstrates a lack of command of conventions:  
• Errors in usage are frequent and severe and meaning is often obscured.  
• Errors in the use of punctuation, capitalization and spelling interfere with understanding (Language standards 1-3) |
| 0     | A response gets no credit if it provides no evidence of the ability to write an opinion piece | | | | |

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