East Lansing Public Schools

Student Name: _____   Date: _____ Date: _____

Teacher: _____   Total Score: _____ (pre) _____ (post)

	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**	SCORE
**Opinion/Argument Writing Assessment- Grade 3**								
**STRUCTURE**								
Overall	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or likes and dislikes and gave reasons.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support her reasons.	(PRE) --------- (POST)
Lead	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which she not only set readers up to expect that this would b a piece of opinion writing, but also tried to hook them into caring about her opinion.	Mid-level	The writer wrote a few sentences to hook his readers by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated his claim.	_____
Transitions	The writer said more about her opinion and used words such as *and* and *because.*	Mid-level	The writer connected parts of his piece using words such as *also, another,* and *because.*	Mid-level	The writer connected his ideas and reasons with his examples using words such as *for example* and *because.* He connected one reason or example using words such as *also* and *another.*	Mid-level	The writer used words and phrases to glue parts of her piece together. She used phrases such as *for example, another example, one time,* and *for instance* to show when she wanted to shift from saying reasons to giving evidence and *in addition to, also,* and *another* to show when she wanted to make a new point.	----------
Ending	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to her opinion.	Mid-level	The writer wrote an ending for his piece in which he restated and reflected on his claim, perhaps suggesting an action or response based on what he had written.	----------
Organization	The writer wrote a part where she got readers' attention and a part where she said more.	Mid-level	The writer's piece had different parts; he wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or example why readers should agree with his opinion and wrote at least several sentences about each reason.	Mid-level	The writer organized his information so that each part of his writing was mostly about one thing.	----------
							(PRE) **Total:**	(POST)

	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**	SCORE
					DEVELOPMENT			
ELABORATION*	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named her reasons to support her opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support his opinion. He chose the reasons to convince his readers. The writer included examples and information to support his reasons, perhaps from a text, his knowledge, or his life.	(x2) ---------- (x2)
CRAFT*	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	Mid-level	The writer no only told readers to believe him, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince her readers (e.g., emphasizing or repeating words that made readers feel emotions). The writer chose precise details and facts to help make her points and used figurative language to draw readers into her line of thought. The writer made choices about which evidence was best to include or not include to support her points. The writer used a convincing tone.	(x2) ---------- (x2)
							(PRE) **Total:**	(POST)

	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**	SCORE
					LANGUAGE CONVENTIONS			
SPELLING	The writer used all he knew about words and chunks of words (*at, op, it etc.*) to help him spell. The writer spelled all the word wall words correctly.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (*tion, er, ly,* etc.). The writer spelled all of the word wall words correctly.	Mid-level	The writer used conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). The writer used what he knew about spelling patterns to help him spell and edit.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and/or other references when needed.	(PRE) ---------- (POST)
PUNCTUATION	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, he used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer used punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	----------
							(PRE) **Total:**	(POST)

Adapted from the work of Lucy Calkins and colleagues from Units of Study for Teaching Writing, Grade by Grade (firsthand: Portsmouth, NH)