

Fact-Opinion Writing Rubric

Author's Name _____

Title of Piece _____

	<u>1</u> Does Not Meet	<u>2</u> Partially Meets	<u>3</u> Does Not Fully Meet	<u>4</u> Meets	<u>5</u> More Than Meets	<u>6</u> Exceeds
CONTENT/IDEAS	Writing is extremely limited in communicating knowledge, with no central theme.	Writing is limited in communicating knowledge. Length is not adequate for development.	Writing does not clearly communicate knowledge. The reader is left with questions.	Writes related, quality paragraphs, with little or no details.	Writing is purposeful and focused. Piece contains some details.	Writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.
ORGANIZATION	Writing is disorganized and underdeveloped with no transitions or closure.	Writing is brief and underdeveloped with very weak transitions and closure.	Writing is confused and loosely organized. Transitions are weak and closure is ineffective.	Uses correct writing format. Incorporates a coherent closure.	Writing includes a strong beginning, middle, and end, with some transitions and good closure.	Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.
VOCABULARY/ WORD CHOICE	Careless or inaccurate word choice, which obscures meaning.	Language is trite, vague or flat.	Shows some use of varied word choice.	Uses a variety of word choice to make writing interesting.	Purposeful use of word choice.	Effective and engaging use of word choice.
SENTENCE FLUENCY	Frequent run-ons or fragments, with no variety in sentence structure.	Many run-ons or fragments. Little variety in sentence structure.	Some run-ons or fragments. Limited variety in sentence structure.	Uses simple compound, and complex, sentences.	Frequent and varied sentence structure.	Consistent variety of sentence structure throughout.
CONVENTIONS	Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.	Inconsistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.	Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies.	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.	Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies.	Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies.
PERSUASIVE TECHNIQUES	No attempt to distinguish between fact, opinion, and interpretation No attempt to support evidence with verifiable facts.	Minimal attempt to distinguish between fact, opinion, and interpretation Minimal attempt to support evidence with verifiable facts.	Distinction between fact, opinion, and interpretation is not made clear, with some confusion evident. Important evidence not based upon verifiable facts.	Distinction between fact, opinion, and interpretation is generally clear, with some minor confusion. Some evidence presented is not based upon verifiable facts.	Distinction between fact, opinion, and interpretation is consistently clear, with no real confusion. Most evidence presented is based upon verifiable facts.	Masterful distinction between fact, opinion, and interpretation. Evidence is based upon verifiable facts.